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ABSTRACT

These three publications comprise a course that provides occupationally specific training designed to develop knowledge and skills for employment in the multifaceted hospitality services industry. The curriculum guide is the teacher component of the series. Contents include the Texas Essential Knowledge and Skills (TEKS); sample course outlines; instructional strategies organized topically by chapters, each containing a chapter focus, chapter vocabulary, suggested resources, instructional strategies, and suggested Family, Career, and Community Leaders of America activities; blended activities; creative ideas; lists of 30 resource organizations, 81 print resources, and 143 web sites; 138 teaching aids; and 8 program tools. Chapter topics include history and future of the hospitality services industry; careers; technology; sales and marketing; safety; sanitation; customer relations; quantity food production; human resources; accounting; security; and engineering. The reference book is a student text that provides information needed by employees in the hospitality profession. Each chapter

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contains a chapter focus, chapter vocabulary, "essential questions" boxes, chapter highlights. There are also 27 references and an index. The student activity book contains paper-and-pencil activities that reinforce essential information presented in each chapter of the reference book. (YLB)

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HOSPITALITY SERVICES

CURRICULUM GUIDE

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FAMILY AND CONSUMER SCIENCES EDUCATION • TEXAS EDUCATION AGENCY • AUSTIN, TEXAS

Hospitality Services

Curriculum Guide

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Hospitality Services Curriculum Guide

Course Description

Hospitality Services*

PL/Hospitality Services I (HOSP-I)	**12205321**
PL/Hospitality Services II (HOSP-II)	**12205322**
WBL/Hospitality Services**	**12290539**

Grade Placement: 11-12

Credit: 2-3

Recommended Prerequisites: Nutrition and Food Science, as well as Food Science and Technology

This course provides occupationally specific training designed to develop knowledge and skills for employment in the multifaceted hospitality services industry. Emphasized are career options in the industry; managing multiple family, community, and career roles; business procedures; laws; industry technology applications; safety; sanitation; customer relations; and other knowledge and skills for employment in lodging operations and food and beverage operations. Content includes an orientation to supportive operations, such as sales and marketing, quantity food production, human resources, accounting, security, and engineering.

**Instruction may be delivered through school-based pre-employment laboratory training or through Family and Consumer Sciences Career Preparation which includes delivery arrangements with a coordinated work-based learning component, such as cooperative education, internships, mentorships, apprenticeships, and job shadowing.*

***Work-based (WBL) training area occupational objective and PEIMS code used with training plan agreements in Family and Consumer Sciences Career Preparation.*

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Family and Consumer Sciences content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other course emphases not evident in the above description of this course.

Hospitality Services:

focuses on the hospitality industry from past, present, and future perspectives
focuses on types of service required of "front of the house" and "back of the house" employees
focuses on quality service in various work roles

focuses on styles of supervision
focuses on ethical considerations impacted by technological innovations
focuses on the goals and mission of various lodging operations
focuses on the relationship of multicultural awareness to target markets and guest services
focuses on personal qualities and skills required of employees in various departments
focuses on performance of appropriate tasks within each department according to industry standards
focuses on issues affecting human resources management
focuses on the organization and functions of foodservice establishments
focuses on appropriate business and personal etiquette in the workplace
focuses on the future employment outlook in the hospitality services industry
focuses on continuing education opportunities that enhance career advancement and promote lifelong learning

Facilities, Equipment, and Resources

The instructional delivery method and strategies selected for this occupationally specific family and consumer sciences course will determine equipment and facilities needs. Instruction may be delivered through school-based pre-employment laboratory education courses (PL) using the pre-employment laboratory education instructional arrangement or through Family and Consumer Sciences Career Preparation which may be taught using one or more of several instructional arrangements including cooperative education, internships, and job shadowing.

Family and Consumer Sciences Career Preparation provides a combination of coordinated technical classroom instruction and work-based occupational training in an approved occupationally specific training area, such as hospitality services. Instructional arrangements, such as cooperative education, internships, and job shadowing, are utilized for the work-based training experience. The school-based technical instruction can be conducted in a multipurpose classroom; access to a multipurpose laboratory demonstration center or other family and consumer sciences laboratory facilities is recommended. It is critical that the multipurpose classroom be immediately accessible to the teacher office with a telephone. Computers and related technologies are important instructional tools for occupationally specific family and consumer sciences training; media and other resources for quality instruction should be available. Student seating and work surfaces for both independent and group work are needed. Storage for a variety of student reference and activity materials will be needed.

Districts electing for students to participate in Family and Consumer Sciences Career Preparation, and therefore, to have work-based learning placements in designated community business or industry settings, should consider several factors. It is recommended that school districts select and use only those business/industry sites for work-based learning placements if the facilities, personnel, and operations reflect high industry standards; certain credentials, certifications, and/or licenses may be appropriate minimum expectations. For example, child care establishments should have current licenses issued by the Texas Department of Protective and Regulatory Services and foodservice establishments should have current health department permits. There should be a formal written agreement between the school district and the business/industry that is providing the work-based learning placement. The agreement should clarify the types and quality of educational services that each party will provide, therefore assuring that there is both instruction and application of the essential knowledge and skills for the training area.

Family and Consumer Sciences Pre-employment Laboratory Education is an instructional arrangement that utilizes campus-based laboratory facilities simulating the business/industry environment to teach the occupationally specific course. Occupationally specific courses taught using a school-based pre-employment laboratory instructional arrangement should be conducted in laboratories designed for the respective courses and usually located in on-campus facilities. Facilities for classroom instruction can be incorporated into the laboratory itself or in a separate area. Equipment and resources for the pre-employment laboratory instructional arrangements should be of the quality and type used in respective businesses and industries. Equipment and resources for individual courses may vary according to facility design and size, numbers of students to be served, course focus, and instructional strategies selected by teachers. At the point when facility construction, modification, or equipment changes are to occur, business/industry representatives can be excellent resources to identify considerations and options for designing and equipping a laboratory that is a state-of-the-art, up-to-date facility for training students to meet current industry standards.

Course content topics in the Hospitality Services course include business procedures, laws, safety, sanitation, and customer relations. Additional content topics include an orientation to supportive operations, such as sales and marketing, quantity food production, human resources, accounting, security, and engineering. Hospitality Services requires an area with a full complement of equipment and resources for effective classroom instruction, computer/Internet access, demonstrations, and individual and group student activities. Additionally, there should be laboratory facilities simulating the industry and accommodating training activities represented in the essential knowledge and skills. While a campus-based lab for food production and services can accommodate training in part of the course content and a simulated hotel room is feasible for a campus, it is probable that a work-based training rotation in a hotel/motel will also be necessary to complete training experiences. Another possibility would be to complement a year of campus-based training through pre-employment laboratory training with a second year of training through a work-based learning arrangement. Some points to consider when planning a pre-employment laboratory facility for Hospitality Services are as follows:

- Access to the laboratory facility and equipment recommended for the pre-employment laboratory course for Food Production, Management, and Services is needed.
- Access to areas equipped with furniture and furnishings comparable to that found in the lodging portion of the hospitality industry, such as a hotel room, lobby area, and small conference or meeting room is needed.
- Access to a laundry facility is needed. The laundry facility should depict current design and contain state-of-the-art technology, equipment, and materials appropriate for the lodging laboratory education experience portion of the Hospitality Services course.
- Areas that are secure should be provided for storage of equipment, supplies, and resources.
- Appropriate dressing/changing areas with lockers are needed for students.
- A hand washing area is needed.

Additional information regarding facilities, equipment, and resources may be found in the *Family and Consumer Sciences Education: Recommendations for Facilities and Equipment* publication, available from The Curriculum Center for Family and Consumer Sciences.

Series of Occupationally Specific Course Materials

The *Hospitality Services Curriculum Guide* is one in a series of three publications, available from The Curriculum Center for Family and Consumer Sciences, that facilitate implementation of Texas Essential Knowledge and Skills (TEKS) for this occupationally specific training area. This Curriculum Guide, which is the teacher component of the series, is designed to complement the following other two components:

- The Reference Book is a student text that provides information needed by employees in the area of hospitality services. Each chapter begins with a "Chapter Focus" (the TEKS addressed in the chapter) and a "Chapter Vocabulary." Within the text, italicized, boldfaced vocabulary terms are included with definitions or explanations. Throughout the chapter, "Essential Questions" boxes pose important questions to students about material they have read. At the end of each chapter, the content is summarized in "Chapter Highlights."
- The Student Activity Book contains a variety of pencil-and-paper activities that reinforce essential information presented in each chapter of the Reference Book.

Family, Career and Community Leaders of America

Family, Career and Community Leaders of America (FCCLA) activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Hospitality Services course.

Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

FCCLA activities are included as integral parts of instruction within several components of this curriculum guide. Each instance is denoted by the FCCLA emblem.

- **Instructional Strategies** - FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **End of Chapter** - Suggested FCCLA activities are provided in a box at the end of strategies for each chapter to generate additional ideas for projects and programs that are relevant to the overall chapter, but not tied to a specific strategy.
- **Blended Activities** - FCCLA projects and programs that address Texas Essential Knowledge and Skills from several chapters have been included in this section of the Curriculum Guide.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Chapter Handbook*. Additional resources helpful to Hospitality Services teachers and students include publications for various national and state programs, such as *Career Connection, Leaders at Work*, and *Student Body*.

How to Use the Curriculum Guide

You will be able to utilize the *Hospitality Services Curriculum Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.
Note: For simplicity, the term Curriculum Guide has been used throughout this publication to refer to the *Hospitality Services Curriculum Guide*.

INTRODUCTION

Read the Introduction for information specific to the course on
- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Series of Occupationally Specific Course Materials
- Family, Career and Community Leaders of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Familiarize yourself with the TEKS for Hospitality Services. A copy of the Texas Administrative Code, Chapter 122.53, is provided for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)].

On the first page of each Chapter within the **Instructional Strategies** section is a box entitled "Chapter Focus." Within this box are listed the TEKS that are covered in the chapter. Additional strategies that simultaneously address TEKS from multiple chapters are included in the **Blended Activities** section of the Curriculum Guide.

SAMPLE COURSE OUTLINES

As previously stated, instruction for Hospitality Services may be delivered through school-based pre-employment laboratory education courses (PL) or through Family and Consumer Sciences Career Preparation, which may be taught using one or more instructional arrangements, such as cooperative education, internships, and job shadowing. There are thus multiple approaches that may be used effectively to organize instruction. Suggestions for managing group and individualized instruction, as well as various approaches for organizing and managing instruction, are provided in the *Family and Consumer Sciences Career Preparation Handbook*, available from The Curriculum Center for Family and Consumer Sciences. Sample course outlines for group instruction for the first year, first semester and first year, second semester are also provided in this handbook (see pages B-59 and B-60 in the *FCSCP Handbook*).

A detailed outline of the scope and sequence of learning experiences should be developed for the hospitality services training area and personally tailored for each student. To assist teachers with this task, sample outlines for Hospitality Services are provided in the **Sample Course Outlines** section of this Curriculum Guide. One example has been provided for pre-employment laboratory education, and one for Family and Consumer Sciences Career Preparation.

The sample course outlines are included strictly as examples of how the scope and sequence of learning experiences might be developed. It is intended that these outlines will serve only as an aid to teachers in planning their own instructional outlines to cover Texas Essential Knowledge and Skills for Hospitality Services.

INSTRUCTIONAL STRATEGIES

The *Hospitality Services Curriculum Guide* is one in a series of three publications, available from The Curriculum Center for Family and Consumer Sciences, that facilitate implementation of TEKS for this occupationally specific training area. The Curriculum Guide has been organized topically, by chapters, to be consistent with organization of the student publications in the series - the Reference Book and Student Activity Book. Each chapter in the Curriculum Guide contains the following key components:

- A "Chapter Focus," presented on the first page of each chapter, lists the TEKS that are addressed within the chapter. Because the Curriculum Guide is organized topically, specific TEKS may appear in more than one chapter.

- A "Chapter Vocabulary" is also presented on the first page of each chapter. The "Chapter Vocabulary" lists key terms that are introduced in the corresponding Reference Book. Teachers are encouraged to use their own discretion regarding ways to reinforce the vocabulary terms with students. Several activities for reinforcing vocabulary terms through independent study are provided in the corresponding Student Activity Book.

- A listing of "Resources" for each chapter is provided on the back of the introductory page. More detailed information regarding where to obtain referenced resources, which are listed on this page in abbreviated form, can be located under the **Resources** tabbed-divider section later in the Curriculum Guide.

- A variety of instructional strategies have been suggested to address the knowledge and skills covered in each chapter. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

- Suggested FCCLA activities have been provided in a box at the end of the strategies for each chapter to generate additional ideas for projects and programs that are relevant to the overall chapter, but not tied to a specific strategy.

The **Instructional Strategies** section has been designed to teacher specifications - to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column
The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies

TA 1 ***Examples of Establishments in the Hospitality Industry Network***

- strategies which correlate with exit level TAKS objectives and academic principles for reading, writing, mathematics, science, and social studies

TAKS READING

- strategies that utilize technology applications

🖥

- opportunities for integration of FCCLA programs and projects within specific strategies

FCCLA

Strategy Headers
Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GRAPHIC ORGANIZER** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**

BEST COPY AVAILABLE

- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from The Curriculum Center for Family and Consumer Sciences; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass knowledge and skills expectations from multiple chapters. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 138, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAKS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAKS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to content in hospitality services.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, publications, agencies and organizations, videotapes, and Web sites.

A separate tabbed divider section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!). Remember that the companion pieces to the Curriculum Guide – the Reference Book and Student Activity Book – are valuable sources of additional student information and multiple student activities.

PROGRAM TOOLS

This section contains a miscellaneous assortment of tools that have been compiled from writers and reviewers of the document, which they have recommended as helpful in managing instruction and training coordination in this occupationally specific training area. It is important that you browse through this section to locate items that may save you valuable time, because these items will not be referenced elsewhere in the Curriculum Guide.

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter F. Hospitality, High School

Statutory Authority: The provisions of this Subchapter F issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.51. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Hospitality, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.51 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.53. Hospitality Services (Two to Three Credits).

(a) General requirements. This course provides occupationally specific training and is recommended for students in Grades 11-12. Students may be awarded two to three credits per year for one to two years for the successful completion of this course. Instruction may be delivered through school-based pre-employment laboratory training or through work-based delivery arrangements such as cooperative education, preceptorships, mentoring, and job shadowing. The two recommended prerequisites for this course are: Nutrition and Food Science, Food Science and Technology.

(b) Introduction. The hospitality industry encompasses lodging, foodservice, and institutional services and boasts the largest national employment base in the private sector. Individuals utilize knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.

(c) Knowledge and skills.

(1) **Hospitality industry orientation.** The student analyzes the hospitality industry from past, present, and future perspectives.

The student is expected to:

(A) outline the history of the hospitality industry;

(B) explain the complexity and diversity of the current hospitality industry;

(C) analyze the impact of societal, cultural, and demographic trends on the hospitality industry;

(D) evaluate considerations and accommodations for employees and guests with special needs;

(E) analyze the effects of the global economy on the hospitality industry;

(F) describe the impact of technological innovations on the hospitality industry;

(G) summarize the roles and services of professional organizations serving the hospitality industry; and

(H) predict future changes in the hospitality industry.

(2) **Hospitality industry orientation.** The student incorporates the concept of service in work roles within the hospitality industry.

The student is expected to:

(A) identify service as a strategic component of an employee's behavior in the hospitality industry;

(B) analyze service methods that fulfill needs of guests and customers;

(C) demonstrate types of service required of "front of the house" and "back of the house" employees;

(D) evaluate the relationship between employee responses and guest satisfaction;

(E) assess quality service in various work roles; and

(F) utilize strategies for complaint resolution.

(3) **Hospitality industry orientation.** The student relates management functions to property operation and organizational structure.

The student is expected to:

(A) describe various types of hospitality operations;

(B) contrast various ownership and management structures in the hospitality industry;

(C) explain management functions related to operations in the hospitality industry;

(D) explain components of a strategic business plan; and

(E) analyze styles of supervision.

(4) **Hospitality industry orientation.** The student describes legal considerations of the hospitality industry.

The student is expected to:

(A) summarize legislation, government regulations, and public policy affecting the hospitality industry;

(B) describe considerations regarding liability for injuries or damages to guests, employees, or property; and

(C) explain liability related to guest privacy.

(5) **Hospitality industry orientation.** The student demonstrates ethical practices for careers in hospitality services.

The student is expected to:

(A) outline the rights and responsibilities of employers and employees;

(B) demonstrate ethical practices as defined by industry standards; and

(C) discuss ethical considerations impacted by technological innovations.

(6) **Lodging.** The student analyzes the structure of the lodging industry.

The student is expected to:

(A) explain classifications of lodging properties by affiliation, levels of service, ownership, size, and target market;

(B) describe types of lodging properties based on market segment;

(C) describe the market price level classification of lodging properties;

(D) summarize the goals and mission of various lodging organizations;

(E) differentiate revenue centers and support centers in lodging operations; and

(F) analyze the relationship of multicultural awareness to target markets and guest services.

(7) **Lodging.** The student performs appropriate work roles within the rooms division.

The student is expected to:

(A) describe roles and responsibilities of the departments within the rooms division;

(B) exhibit personal qualities and skills required of employees within each department;

(C) describe specific duties of employees in various departments;

(C) perform appropriate tasks according to industry standards; and

(E) apply available technological innovations to operations within the rooms division.

(8) **Support operations.** The student performs appropriate work roles within the sales and marketing division.

The student is expected to:

(A) describe roles and responsibilities of the departments within the sales and marketing divisions;

(B) display personal qualities and skills required of employees within each department;

(C) describe specific duties of employees in various departments;

(D) perform appropriate tasks according to industry standards;

(E) compare various marketing methods utilized in the hospitality industry; and

(F) apply technological innovations to facilitate sales and marketing division operations.

(9) **Support operations.** The student performs appropriate work roles within the human resources division.

The student is expected to:

(A) describe functions of the human resources division;

(B) exhibit personal qualities and skills required of employees within the human resources division;

(C) describe specific duties of employees in the human resources division;

(D) perform appropriate tasks according to industry standards;

(E) analyze issues affecting human resources management; and

(F) apply available technological innovations to operations within the human resources division.

(10) **Support operations.** The student performs appropriate work roles within the accounting division.

The student is expected to:

(A) describe functions of the accounting division;

(B) exhibit personal qualities and skills required of employees within the accounting division;

(C) describe specific duties of employees in the accounting division;

(D) perform appropriate tasks according to industry standards;

(E) analyze the relationship between the front office and the accounting division; and

(F) apply available technological innovations to operations within the accounting division.

(11) **Support operations.** The student performs appropriate work roles within the security division.

The student is expected to:

(A) describe roles and responsibilities of the security division;

(B) exhibit personal qualities and skills required of employees within the security division;

(C) describe specific duties of employees in the security division;

(D) perform appropriate tasks according to industry standards;

(E) determine security policies and training used in lodging operations;

(F) analyze the relationship between the security division and front desk operations;

(G) outline procedures for the safety and security of guests and employees; and

(H) apply available technological innovations to operations within the security division.

(12) **Support operations.** The student performs appropriate work roles within the engineering division.

The student is expected to:

(A) describe functions of the engineering division;

(B) exhibit personal qualities and skills required of employees within the engineering division;

(C) describe specific duties of employees in the engineering division;

(D) perform appropriate tasks according to industry standards;

(E) analyze the relationship between the engineering division and front desk operations; and

(F) apply available technological innovations to operations within the engineering division.

(13) **Food and beverage.** The student analyzes the structure of the foodservice industry.

The student is expected to:

(A) distinguish between commercial and institutional foodservice;

(B) describe market segments in the foodservice industry;

(C) identify food and beverage operations within businesses;

(D) describe the different food and beverage operations within lodging properties; and

(E) apply available technological innovations to food and beverage operations.

(14) **Food and beverage.** The student performs appropriate work roles in food and beverage operations.

The student is expected to:

(A) describe roles and responsibilities in food and beverage operations;

(B) exhibit personal qualities and skills required of foodservice employees;

(C) perform appropriate tasks according to industry standards;

(D) apply management principles in work roles related to food and beverage operations;

(E) apply nutrition principles in food and beverage planning, preparation, and presentation;

(F) utilize appropriate techniques for preparation, presentation, and service in food and beverage operations;

(G) select equipment and utensils appropriate for prescribed tasks;

(H) summarize government regulations affecting food safety and sanitation;

(I) practice safety and sanitation procedures in food and beverage operations; and

(J) explain approaches that protect the environment.

(15) **Food and beverage.** The student explains the organization and functions of foodservice establishments.

The student is expected to:

(A) describe types of establishments in commercial foodservice;

(B) describe forms of service utilized in food and beverage operations;

(C) explain the relationship of concept, market segment, menu, and theme in commercial foodservice;

(D) distinguish types of restaurant ownership;

(E) describe services to segments of the institutional foodservice industry;

(F) explain how the menu reflects the foodservice plan for meeting customer needs and wants; and

(G) evaluate criteria affecting quality of service.

(16) **Career preparation.** The student exhibits employability skills that lead to job success in the hospitality services industry.

The student is expected to:

(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(B) demonstrate effective methods to secure, maintain, and terminate employment;

(C) demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership;

(D) evaluate the relationship of good physical and mental health to job success and achievement;

(E) demonstrate appropriate grooming and appearance for the workplace;

(F) demonstrate appropriate business and personal etiquette in the workplace; and

(G) exhibit productive work habits and attitudes.

(17) **Career preparation.** The student determines employment opportunities and preparation requirements in the hospitality services industry.

The student is expected to:

(A) determine preparation requirements for various levels of employment in a variety of careers in the hospitality services industry;

(B) analyze the future employment outlook in the hospitality services industry;

(C) describe entrepreneurial opportunities in the hospitality services industry;

(D) determine how interests, abilities, personal priorities, and family responsibilities affect career choice;

(E) compare rewards and demands for various levels of employment in a variety of careers; and

(F) determine continuing education opportunities that enhance career advancement and promote lifelong learning.

(18) **Career preparation.** The student analyzes the management of multiple family, community, and wage-earner roles.

The student is expected to:

(A) analyze challenges of managing multiple family, community, and wage-earner roles; and

(B) exhibit management practices facilitating individuals assuming multiple roles.

Sample Course Outlines

As previously stated, instruction for Hospitality Services may be delivered through school-based pre-employment laboratory education courses (PL) or through Family and Consumer Sciences Career Preparation, which may be taught using one or more instructional arrangements, such as cooperative education, internships, and job shadowing. There are thus **multiple approaches** that may be used effectively to organize instruction. Suggestions for managing group and individualized instruction, as well as various approaches for organizing and managing instruction, are provided in the *Family and Consumer Sciences Career Preparation Handbook*, available from The Curriculum Center for Family and Consumer Sciences. Sample course outlines for group instruction for the first year, first semester and first year, second semester are also provided in this handbook (see pages B-59 and B-60 in the *FCSCP Handbook*).

A detailed outline of the scope and sequence of learning experiences should be developed for the hospitality services areas and personally tailored for each student. To assist teachers with this task, sample outlines for Hospitality Services are provided in this section. One example has been provided for pre-employment laboratory education, and one for Family and Consumer Sciences Career Preparation (FCSCP).

The sample course outlines are included strictly as examples of how the scope and sequence of learning experiences might be developed. It is intended that these outlines will serve only as an aid to teachers in planning their own instructional outlines to cover Texas Essential Knowledge and Skills for Hospitality Services.

Laboratory experiences are not specifically designated on the course outlines. These experiences should be scheduled throughout the year. Multiple approaches may be used to effectively facilitate instruction.

Sample Course Outline — Pre-employment Laboratory

First Semester – Week	Chapter(s) and Other Concepts
1-2	1 The Hospitality Services Industry 14 Types of Lodging Operations 21 The Foodservice Industry
3-4	5 Careers in the Hospitality Industry 10 The Human Resources Division
5	11 Safety and Emergency Procedures 13 The Importance of Quality Service
6	Review - Six Weeks Exam
7	32 Ethics and Professionalism
8	16 The Accounting Division
9	17 The Security Division
10	18 The Engineering Division
11	19 The Rooms Division
12	Review - Six Weeks Exam
13	20 The Sales and Marketing Division
14	22 Food and Beverage Operations
15	2 History of the Hospitality Industry 3 Future of the Hospitality Industry
16	4 Technology in the Hospitality Industry 6 Professional Organizations and Associations
17	7 Management Functions
18	Review - Six Weeks Exam

Pre-employment Laboratory, continued

Second Semester – Week	Chapter(s) and Other Concepts
1	30 Regulations, Legislation, and Policy
	31 Liability
2	8 Developing a Business Plan
	9 Organizational Structures
3	12 Marketing and Public Relations
	15 Market Segments
4-5	23 Nutrition Principles
	28 Food Production Equipment
	29 Tools and Utensils
6	Review - Six Weeks Exam
7-11	26 Presentation
	27 Serving Methods
12	Review - Six Weeks Exam
13-17	24 Food Production
	25 Beverages
18	Review - Six Weeks Exam

Due to the number of chapters in the Reference Book and TEKS that are designated for Hospitality Services, it may be difficult to teach all of the content in one year. Many of the teachers surveyed and those that contributed to the development of the Curriculum Guide often designated the Lodging TEKS to be taught during the first year and the Foodservice TEKS added during the second year. Second-year students are frequently assigned as laboratory managers, team leaders, or consultants for the first-year student laboratories.

Sample Course Outline — FCSCP

First Semester – Week	Chapter(s) and Other Concepts
1	5 Careers in the Hospitality Industry
2-4	13 The Importance of Quality Service 32 Ethics and Professionalism
5	1 The Hospitality Services Industry 6 Professional Organizations and Associations
6	Review - Six Weeks Exam
7	14 Types of Lodging Operations
8	21 The Foodservice Industry
9	11 Safety and Emergency Procedures
10	30 Regulations, Legislation, and Policy 31 Liability
11	10 The Human Resources Division
12	Review - Six Weeks Exam
13	12 Marketing and Public Relations 15 Market Segments
14	20 The Sales and Marketing Division
15-17	7 Management Functions 8 Developing a Business Plan 9 Organizational Structures
18	Review - Six Weeks Exam

Second Semester – Week	Chapter(s) and Other Concepts
1-2	2 History of the Hospitality Industry 3 Future of the Hospitality Industry 4 Technology in the Hospitality Industry
3	16 The Accounting Division
4	17 The Security Division
5	18 The Engineering Division
6	Review - Six Weeks Exam
7	19 The Rooms Division
8	22 Food and Beverage Operations 28 Food Production Equipment
9	29 Tools and Utensils
10-11	23 Nutrition Principles
12	Review - Six Weeks Exam
13-14	24 Food Production 25 Beverages
15-17	26 Presentation 27 Serving Methods
18	Review - Six Weeks Exam

Due to the number of chapters in the Reference Book and TEKS that are designated for Hospitality Services, it may be difficult to teach all of the content in one year. Many of the teachers surveyed and those that contributed to the development of the Curriculum Guide often designated the Lodging TEKS to be taught during the first year and the Foodservice TEKS added during the second year. Classroom instruction should be conducted in collaboration with the training station and may be dependent upon the type of job that the student is employed.

Chapter 1

The Hospitality Services Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1B Explain the complexity and diversity of the current hospitality industry.

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

Chapter Vocabulary

extended-stay
freestanding
full service
hospitality industry
limited service
market segment
out-sourcing
upscale

RESOURCES

Books

Angelo, R. M., & Vladimir, A. N. (2001). *Hospitality Today: An Introduction* (4th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Foster, D. (1999). *VIP: An Introduction to Hospitality*. New York, NY: Glencoe, McGraw-Hill.

Lattin, G. W. (2002). *The Lodging and Food Service Industry* (5th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Lodging Management Program: Year One. (1999). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Powers, T., & Barrows, C. W. (2002). *Introduction to the Hospitality Industry* (5th ed.). New York, NY: John Wiley & Sons, Inc.

Publications

Travel sections of local newspapers, such as *The Dallas Morning News*.

Videotapes

Texas Travel Industry Association

- *The Dollars and Sense of Texas Tourism*
- *Uniquely Texas: A Lone Star Look at Culture and Heritage Tourism*

Web Sites

American Hotel & Lodging Association
www.ahla.com

National Restaurant Association
www.restaurant.org

Texas Hotel & Lodging Association
www.texaslodging.com

Texas Travel Industry Association
www.ttia.org

Travel Industry Association of America
www.tia.org

U.S. Bureau of Labor Statistics (Occupational Outlook Handbook)
www.bls.gov

U.S. Office of Travel and Tourism Industries
www.tinet.ita.doc.gov

World Tourism Organization
www.world-tourism.org

Ch 1
Welcome

#1 RESEARCH/CLASS DISCUSSION

Assign students to look in dictionaries and write down definitions of *hospitality* and other words with the same root, such as *hospice*, *hospitable*, *hospital*, and *host*. Lead them to share findings and discuss what they learned about hospitality from the exercise.

Point out that the hospitality industry can be defined as all businesses that serve guests who are away from home. Lead students to brainstorm examples of the types of establishments that comprise the hospitality industry. Have them read the introduction and sections on The Hospitality Industry and Food and Beverage on pages 1-5 of the Reference Book. Lead a class discussion on information presented, or have students individually answer the key questions.

Key Questions

- Why are travel and dining favorite pastimes of individuals in today's society?
- What types of establishments are encompassed by the hospitality industry?
- How do full-service lodging operations differ from limited-service lodging operations?
- What are market segments? Why is it important for hospitality establishments to identify their primary market segments?
- Why is "service" the main product of the hospitality industry?
- What is the difference between physical service and psychological service? Why are both important?

Notes

(TEKS 1B, 1C)

TAKS READING

#2 VIDEOTAPE

Have students view a videotape that portrays the importance, complexity, and diversity of the hospitality industry. Contact professional organizations and associations for current videos, or check resources on related Web sites. Two current examples are *The Dollars and Sense of Texas Tourism* and *Uniquely Texas: A Lone Star Look at Culture and Heritage Tourism*, both available through the Texas Travel Industry Association. Instruct students to outline key points they learned about the hospitality industry from viewing the videotape.

(TEKS 1B, 1C)

#3 INDIVIDUAL ACTIVITY

Assign students to read the industry overviews for lodging and food service provided in the *Occupational Outlook Handbook, Career Guide to Industries*. The information is available on the Web site for the U.S. Bureau of Labor Statistics at *www.bls.gov*, click on Occupational Outlook Handbook, then Career Guide to Industries, then (1) Wholesale and Retail Trade, then Eating and Drinking Places or (2) Services, then Hotels and Other Lodging Places. Provide students with a print out, or have them visit the site directly, to read the first two sections entitled Significant Points and Nature of the Industry. Have students develop a written or graphic summary of the industry overview.

(TEKS 1B)

TAKS READING

(TEKS 1B)

TA 1 Examples of Establishments in the Hospitality Industry Network

#4 GRAPHIC ORGANIZER

Using Figure 1.1 on page 2 of the Reference Book, The Hospitality Industry Network, have students work in groups to list one or more examples for each category depicted. Sample answers are shown on Teaching Aid 1, ***Examples of Establishments in the Hospitality Industry Network***. Have one student from each group write their examples on a flip chart or transparency. As groups share and discuss their examples, point out the complexity and diversity of the hospitality industry.

(TEKS 1B)

TA 2a-d Hospitality Industry Network Match

TA 3 Hospitality Industry Network Chart

#5 MATCHING EXERCISE/REVIEW

Use one or both of the following teaching aids to reinforce learning in Strategy 4.

- Teaching Aids 2a-d, ***Hospitality Industry Network Match***. Make copies of the Foodservice and Lodging Establishments pages, using one color for foodservice and a different color for lodging. Fill in the strips on the Foodservice and Lodging Examples pages, using examples students determined in Strategy 4. Cut the strips apart, and have students match examples with the types of establishments.
- Teaching Aid 3, ***Hospitality Industry Network Chart***. Have students fill in the squares with examples of each type of establishment. This can be used as a review or quiz after completing previous activities.

(TEKS 1B, 1C)

TA 4 The Hospitality Industry: Did You Know?

TAKS READING

#6 INTERNET RESEARCH

Have students conduct an Internet search to find interesting facts and statistics about the hospitality industry. Instruct them to record their findings, noting the source. Have students create a visual or graphic depicting key facts and figures that illustrate the importance, complexity, and diversity of the current hospitality industry. Teaching Aid 4, ***The Hospitality Industry: Did You Know?***, is an example based on Internet data from March 2003.

Potential Web sites to be used as resources include the following:

- National Restaurant Association, *www.restaurant.org*
- Occupational Outlook Handbook, *www.bls.gov*
- Texas Travel Industry Association, *www.ttia.org*
- Travel Industry Association of America, *www.tia.org*
- U.S. Office of Travel and Tourism Industries, *www.tinet.ita.doc.gov*

(TEKS 1B, 1C)

TAKS SOCIAL STUDIES

TAKS WRITING

#7 INTERVIEW/WRITTEN EXERCISE

Assign students to interview older adults regarding the extent to which they have used hospitality services at various stages of their life cycles. Guide students to develop interview questions, such as the following:

- How often do you eat out now?
- How has your frequency of eating out changed over your life cycle?
- What choices for eating out were available in your community as a child?

- How have types and variety of foodservice establishments changed over your lifetime?
- What choices for lodging accommodations were available for traveling when you were a child?
- How have types and variety of lodging establishments expanded over your lifetime?
- What factors do you think have contributed to changes in the hospitality industry over your lifetime?
- How have expectations of service in eating establishments changed?

Following the interviews, lead students to share and compare responses they received. Have each student write a paper describing changes in the hospitality industry over the lifetimes of older adults and analyzing factors behind those changes.

#8 VISUAL DISPLAY

Have students create a visual display that portrays the complexity and diversity of the current hospitality industry. The display could include brochures, magazine photos, Internet printouts, actual photographs, etc. It could also be created as a Web site.

(TEKS 1B, 1C)

TAKS READING

FCCLA ACTIVITIES

- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Events: Culinary Arts; Hospitality

Chapter 2

History of the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1A Outline the history of the hospitality industry.

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

1F Describe the impact of technological innovations on the hospitality industry.

Chapter Vocabulary

caravansary
disposable income
hospitium
popina
tabernas
the Crusades
thermopoliums

RESOURCES

Books

Foster, D. (1999). *VIP: An Introduction to Hospitality*. New York, NY: Glencoe, McGraw-Hill.

Lattin, G. W. (2002). *The Lodging and Food Service Industry* (5th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Web Sites

American Hotel & Lodging Association
www.ahla.com

National Restaurant Association
www.restaurant.org

Ch 2
Welcome

#1 RESEARCH/TIMELINE

Have students use the Reference Book, Internet, and other resources to gather information on the history of the hospitality industry (e.g., ancient hospitality, Early European hospitality, and hospitality in America). Have students construct a descriptive timeline that illustrates the history of the hospitality industry.

Notes

(TEKS 1A)

TAKS READING

TAKS SOCIAL STUDIES

#2 CLASS DISCUSSION

Using the information and timelines from Strategy 1, lead a class discussion on the impact of the industry's history on the hospitality industry as it is known today. As an option, students could answer the key questions individually.

(TEKS 1A, 1C, 1F)

TAKS SOCIAL STUDIES

Key Questions

- How did the hospitality industry begin?
- What were the needs of the guests during the different eras?
- What are examples of historical events that brought about changes in the hospitality industry?
- What are examples of technological innovations that brought about changes in the hospitality industry?
- What do you think early innkeepers would have to say about today's hospitality industry?

#3 VISUAL DISPLAY

Have students collect pictures of lodging and eating facilities from various points in history. Potential sources include magazines, Internet photos, or pictures scanned from reference books. Have students compile the pictures in timeline sequence in a visual display that depicts the history of the hospitality industry. Instruct students to label each picture with date and brief description.

(TEKS 1A)

TAKS SOCIAL STUDIES

#4 INDIVIDUAL OR GROUP ACTIVITY

Give students a copy of Teaching Aid 5a, ***Hospitality Industry Trivia***. Answers to the trivia clues are found in corresponding squares on Teaching Aid 5b. Copy Teaching Aid 5b, cut apart the squares, and give the 20 squares to students with instructions to match the squares to the trivia clues on Teaching Aid 5a. Some answers are provided in the Reference Book. Have students search the Internet or additional references to complete the matches, or provide missing information through lecture.

(TEKS 1A)

TA 5a Hospitality Industry Trivia

#5 RESEARCH/CLASS DISCUSSION

Have students summarize changes in hospitality operations in the past century. Possible information sources include the Internet and library and classroom reference books. Students can also interview an older adult or draw upon responses from Strategy 6, Chapter 1. A good on-line resource for the lodging industry is the History of Lodging found on the Web site

(TEKS 1A, 1C, 1F)

TAKS READING

of the American Hotel & Lodging Association (*www.ahla.com/products_lodging_history.asp*). A historical outline of the National Restaurant Association (*www.restaurant.org/aboutus/history.cfm*) provides good information about changes in foodservice. Lead students to share and discuss their findings.

Key Questions

- To what extent has the number of hotels/hotel rooms increased over the past century?
- How has average room rate increased?
- What are examples of guest amenities that have been added over the years?
- What are examples of technological innovations that have led to improved guest service?
- How have social, cultural, and demographic trends impacted the hospitality industry over the century?

FCCLA ACTIVITIES

- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Events: Applied Technology, Illustrated Talk

Chapter 3

Future of the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1A Outline the history of the hospitality industry.

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

1D Evaluate considerations and accommodations for employees and guests with special needs.

1E Analyze the effects of the global economy on the hospitality industry.

1F Describe the impact of technological innovations on the hospitality industry.

1G Summarize the roles and services of professional organizations serving the hospitality industry.

1H Predict future changes in the hospitality industry.

Chapter Vocabulary

- demographics
- discretionary income
- diversity
- ecotourism
- genetic engineering
- homogeneous
- sanitary
- trend

RESOURCES

Books

Lattin, G. W. (2002). *The Lodging and Food Service Industry* (5th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Powers, T., & Barrows, C. W. (2002). *Introduction to the Hospitality Industry* (5th ed.). New York, NY: John Wiley & Sons, Inc.

Reynolds, J. S. (2004). *Hospitality Service: Food & Lodging*. Tinley Park, IL: Goodheart-Willcox.

Web Sites

National Restaurant Association
www.restaurant.org

U.S. Bureau of Labor Statistics (Occupational Outlook Handbook)
www.bls.gov

U.S. Census Bureau
www.census.gov (For example, see People: Estimates and Projections)

U.S. Office of Travel and Tourism Industries
www.tinet.ita.doc.gov

World Tourism Organization
www.world-tourism.org

Notes

#1 WRITTEN EXERCISE

Assign students to write a newspaper article describing some aspects of the hospitality industry for newspaper subscribers of the future. Have students pick a date 20-100 years in the future. Using their imagination, have students describe what the hospitality industry is like (i.e., where/how people eat out, types of lodging facilities, and services offered). Using computer applications, have students produce their articles in newspaper-column format. In a separate written justification, have students explain changes in society and technology that led to the shape of the industry portrayed in their articles.

(TEKS 1A, 1F, 1H)

#2 GROUP ACTIVITY/CLASS DISCUSSION

Give students a copy of Teaching Aid 6, ***Impact of Societal/Cultural and Demographic Trends on the Hospitality Industry***. Based on information from the Reference Book and other resources, have students work in pairs to fill in the graphic organizer by providing examples of trends and their predicted impact on the hospitality industry. Lead students to share and discuss their work.

Key Questions
- What are trends?
- Which current trends have had a major impact on the hospitality industry? Why?
- Why are tracking and forecasting trends important to the future of the hospitality industry?

(TEKS 1C, 1D, 1E, 1F, 1G)

TA 6 Impact of Societal/Cultural and Demographic Trends on the Hospitality Industry

#3 RESEARCH/GRAPHIC ORGANIZER

Have students use the Internet and library resources to gather demographic information on the United States, Texas, and possibly the region or city where they live. An example is provided in Teaching Aid 7, ***Projected Resident U.S. Population***. Instruct students to use this information to make predictions regarding impact on the hospitality industry. Have students prepare charts, graphs, or other graphics to summarize statistical information, accompanied by an analysis of implications for the future of hospitality services. Lead students to answer key questions, such as the following, regarding their findings.

Key Questions
- What demographic trends are likely to impact the hospitality industry in the future?
- How do you predict these trends will impact the hospitality industry?
- How will these trends impact individuals pursuing careers in hospitality?

(TEKS 1C, 1H)

TA 7 Projected Resident U.S. Population

#4 INDIVIDUAL ACTIVITY

Have students collect newspaper and magazine articles on current global events and economic issues that impact the hospitality industry. Have students compile collected articles in a file or visual display that can be

(TEKS 1C, 1E)

viewed by the class. Lead students to analyze how specific events and issues impact the hospitality industry. A significant example would be the broad changes precipitated in many aspects of travel and tourism by the World Trade Center attacks on 9/11/2001 and impact of the Bali attack of 10/12/2002. **Note**: The file of articles can be kept and expanded from year to year to provide perspective of current events over time.

(TEKS 1E)

TAKS SOCIAL STUDIES

#5 RESOURCE PERSON

Invite a social studies teacher, a financial advisor, or someone who studies economic trends to discuss the impact of the global economy on the hospitality industry in the United States and internationally. The resource person could be invited to address the class as a guest speaker, or the presentation could be audiotaped or videotaped.

Key Questions

- How is the hospitality industry affected by global economic issues?
- What are examples of key global issues today that impact international trade and, specifically, the hospitality industry?
- What are the leading indicators of the status of the national and international economies?
- How do economic trends impact Americans traveling abroad?
- How do economic trends impact foreign visitors to the United States?

(TEKS 1E)

TA 8 International Tourist Arrivals, 1950-2020

TAKS MATH

TAKS SOCIAL STUDIES

#6 INTERNET RESEARCH

Lead students to analyze Teaching Aid 8, ***International Tourist Arrivals, 1950-2020***, by answering questions such as the following:

- By what approximate percentage did international tourist arrivals increase from 1950 to 2000?
- What is the approximate projected increase between 2000 and 2020?
- What world region has the largest number of international tourist arrivals throughout the time frame?
- What were international tourist arrivals for the Americas in 2000? What number is projected for 2020?
- How can this data be helpful to planners in the hospitality industry?

Have students research additional information on statistics and trends related to world tourism, which are available on the Web site of the World Tourism Organization (*www.world-tourism.org*) via Facts and Figures. Assign students to write down and share five key points related to global tourism issues, trends, and outlook.

(TEKS 1C, 1F, 1H)

TAKS WRITING

#7 INTERVIEW

Have students interview a restaurant or hotel manager regarding future changes foreseen for the industry related to target guest markets, facilities, services, technological innovations, and job opportunities. Instruct students to write a summary of findings and report to the class.

#8 RESEARCH/WRITTEN EXERCISE

Assign, or have students select, a research paper topic related to future changes in the hospitality industry. For the assigned topic, have students describe trends that impact the industry now and in the future, explain related issues, provide examples of what the hospitality industry is doing to address the issues, and predict how the trends/issues might impact future hospitality services. Examples of topics include the following:

- Hospitality and Environmental Issues
- Hospitality Accommodations for Individuals with Special Needs
- Meeting Safety Concerns of Hospitality Guests
- New Communications Technology and the Hospitality Industry
- Innovative Technology Within the Hospitality Industry
- Impact of Leisure and Vacation Trends on the Hospitality Industry
- Impact of Changing Meal Patterns on Foodservice
- Trends in Ecotourism (Note: 2002 was designated as the International Year of Ecotourism by the World Tourism Organization; information is available on their Web site)

(TEKS 1C, 1D, 1E, 1F, 1H)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

FCCLA ACTIVITES

- Leaders at Work: Hospitality, Tourism and Recreation
- Project Earth 2000
- STAR Event: Applied Technology

Chapter 4

Technology in the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skill is discussed in this chapter:

1F Describe the impact of technological innovations on the hospitality industry.

Chapter Vocabulary

- confirmation number
- cook-chill
- data port
- EFT
- frequent flyer
- modem
- technology
- touch screen

RESOURCES

Book

Powers, T., & Barrows, C. W. (2002). *Introduction to the Hospitality Industry* (5th ed.). New York, NY: John Wiley & Sons, Inc.

Web Sites

American Hotel & Lodging Association
www.ahla.com

Hotel Online
www.hotel-online.com

National Restaurant Association
www.restaurant.org

Sample travel reservation sites:
www.expedia.com
www.travelocity.com
www.cheaptickets.com
www.vacationstogo.com

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#1 SCENARIO/CLASS DISCUSSION

Have students read Teaching Aids 9a-b, ***Aurelio's Trip.*** Ask them to highlight every reference to technology within the scenario. Have students read Technological Innovations: The Guest's Perspective, on pages 22-23 of the Reference Book. Lead a class discussion on technological innovations in the hospitality industry from the guest's perspective.

Key Questions

- How has technology made life easier for hotel guests?
- How have restaurant patrons benefited from technology?
- What additional examples of technology have you experienced or read about from the guest's perspective?

#2 PRESENTATION

Divide the following topics from the Reference Book among students:

- Technological Innovations: The Guest's Perspective
- Technological Innovations: The Employee's Perspective
- Technological Innovations: The Lodging Manager's Perspective
- Technological Innovations: The Foodservice Manager's Perspective

For each topic, have students identify current technological innovations and write them on Teaching Aid 10, ***Technological Innovations.*** Assign students to prepare a presentation to share their findings with classmates. Instruct students to supplement information in the Reference Book with additional reference readings, as well as their own work-based experiences.

#3 WRITTEN EXERCISE

Assign each student to write a report describing innovative technology related to lodging or foodservice. Resources for the report include the Internet and classroom and library references. The Web sites for the American Hotel & Lodging Association and the National Restaurant Association have a search feature; inputting "technology" will lead to several articles and links. Lead students to share their reports.

#4 VISUAL DISPLAY

Have students conduct a technology scavenger hunt of local foodservice and lodging establishments. Arrange for students to visit several establishments to interview employees and managers regarding technology used in their operations; have students take pictures of technology applications. Students in work-based programs can use their training stations for the activity. Lead students to compile a visual display depicting a variety of technology applications in their own community. Use of a digital camera will expand options for the visual display, which could be posted on a Web site.

Notes

(TEKS 1F)

TA 9a-b Aurelio's Trip

TAKS READING

TAKS SOCIAL STUDIES

(TEKS 1F)

TA 10 Technological Innovations

(TEKS 1F)

TAKS WRITING

(TEKS 1F)

TAKS READING

(TEKS 1F)

TA 11 Hot Topics in Hospitality Industry Technology

TAKS READING

#5 TECHNOLOGY TERMINOLOGY/GAME

Based on previous activities and additional searches for information, have students compile a list of terminology related to recent technological innovations in the hospitality industry. Have them include some "cutting-edge" innovations. Guide students to develop a matching exercise or game, using the identified terms. Examples of "hot topics" related to evolving technology in the hospitality industry are shown on Teaching Aid 11, ***Hot Topics in Hospitality Industry Technology***.

FCCLA ACTIVIES

- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Event: Applied Technology

Chapter 5

Careers in the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

16A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
16B Demonstrate effective methods to secure, maintain, and terminate employment.
16C Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.
16D Evaluate the relationship of good physical and mental health to job success and achievement.
16E Demonstrate appropriate grooming and appearance for the workplace.
16F Demonstrate appropriate business and personal etiquette in the workplace.
16G Exhibit productive work habits and attitudes.
17A Determine preparation requirements for various levels of employment in a variety of careers in the hospitality services industry.
17B Analyze the future employment outlook in the hospitality services industry.
17C Describe entrepreneurial opportunities in the hospitality services industry.
17D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.
17E Compare rewards and demands for various levels of employment in a variety of careers.
17F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.
18A Analyze challenges of managing multiple family, community, and wage-earner roles.
18B Exhibit management practices facilitating individuals assuming multiple roles.

Chapter Vocabulary

artistic abilities
back of the house
clerical abilities
communication
co-worker
entrepreneur
entry level
etiquette
evaluations
flexible
front of the house
gracious
hourly employees
impartial
manipulative abilities
networking
observant
on call
on-the-job training
professional
salaried employees
self-confident
social abilities
tolerant
versatile

RESOURCES

Books

Angelo, R. M. et al. (2001). *Hospitality Today: An Introduction* (4th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Foster, D. (1999). *VIP: An Introduction to Hospitality*. New York, NY: Glencoe, McGraw-Hill.

Lattin, G. W. (2002). *The Lodging and Food Service Industry* (5th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Powers, T., & Barrows, C. W. (2002). *Introduction to the Hospitality Industry* (5th ed.). New York, NY: John Wiley & Sons, Inc.

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University
- *Careers: Hospitality & Tourism*

Sony Pictures
- *Maid in Manhattan*

Biography - *www.biography.com*
- *Conrad Hilton: Innkeeper to the World*
- *J.W. Marriott: Host to the World*
- *Leona Helmsley: Queen of the Palace*

Web Sites

American Hotel & Lodging Association
www.ahla.com

National Restaurant Association
www.restaurant.com

Texas Hotel & Lodging Association
www.texaslodging.com

Texas Restaurant Association
www.restaurantville.com

Travel Industry Association of America
www.tia.org

U.S. Bureau of Labor Statistics
www.bls.gov (*Occupational Outlook Handbook, Career Guide to Industries*)

U.S. Office of Travel and Tourism Industries
www.tinet.ita.doc.gov

World Tourism Organization
www.world-tourism.org

Ch 5
Welcome

Notes

#1 SURVEY

Have students survey a variety of hospitality industry employees to inquire about the nature of the work in this industry. Surveys could be conducted in person (at training stations in work-based programs), by telephone, or by e-mail. Guide students in determining a few key questions to ask, such as the following:

- How would you describe the nature of the work in the hospitality industry?
- What do you see as the greatest challenges of working in the industry?
- What do you see as the greatest rewards of working in the industry?

Lead students to compile responses. Have each student write a summary of what they learned about the nature of hospitality industry careers from the interview responses.

(TEKS 17E, 18A)

TAKS WRITING

#2 VIDEOTAPE/WRITTEN EXERCISE

Have students view a videotape that overviews careers in the hospitality industry, such as *Careers: Hospitality & Tourism*. Instruct students to summarize key points and answer key questions relating to the video. Sample questions include the following:

- What are some of the positive aspects and rewards of a career in hospitality services?
- What are some of the negative aspects and demands?
- What occupation did you find most interesting as a future career option? Why?

Movies can also give glimpses of the workings of a large hotel. One such movie is *Maid in Manhattan*. Have students watch the movie and list the jobs depicted.

(TEKS 16C, 16G, 17A, 17D, 17E, 17F, 18A)

TAKS WRITING

#3 INDIVIDUAL ACTIVITY

Assign students to read about Working Conditions in lodging and foodservice in the *Occupational Outlook Handbook, Career Guide to Industries*. The information is available on the Web site for the U.S. Bureau of Labor Statistics at *www.bls.gov*, click on Occupational Outlook Handbook, then Career Guide to Industries, then (1) Wholesale and Retail Trade, then Eating and Drinking Places or (2) Services, then Hotels and Other Lodging Places. Provide students with a printout, or have them visit the site directly, to read the section on Working Conditions. Have students develop a bulleted list of key points they learned about working conditions. Multiple lists could be compiled into a class listing for a visual display or PowerPoint presentation.

(TEKS 16D, 17F)

TAKS READING

#4 CAREER LISTING/VISUAL DISPLAY

Guide students, as a group, to compile a comprehensive listing of the multiple job opportunities available in the hospitality industry, in both lodging and foodservice operations. The listing may be presented as a handout, chart, brochure, etc. Suggested sources of information include

(TEKS 16B, 17B, 17C)

TAKS READING

the Reference Book (pages 29-34), the *Occupational Outlook Handbook, Career Guide to Industries* (see the Occupations in the Industry sections for Eating and Drinking Places and for Hotels and Other Lodging Places); the American Hotel & Lodging Association; the National Restaurant Association; and state affiliates of the AHLA and NRA.

(TEKS 16A, 17A, 17B, 17C, 17F)

TA 12 Career Research Project

TA 13 Career Project Assessment

TAKS READING

#5 CAREER RESEARCH PROJECT

Have each student select a hospitality career to research; guide students' selections to ensure that a variety of career options are covered. Instruct students to research vital information on their chosen career from the *Occupational Outlook Handbook, Career Guide to Industries* on-line at *www.bls.gov*. **Hint**: Information on multiple careers can be searched through a variety of ways. The recommended way is to access the Occupations in the Industry sections as directed in Strategy 4, and then to click on hyperlinks to specific occupations.

After completing their research, have students choose between a PowerPoint presentation or computer-generated brochure to present information on their career. As an alternative assignment, students could create a visual display (i.e., poster, booklet, or brochure) by hand.

Teaching Aid 12, ***Career Research Project***, outlines information for students to research on each career. Teaching Aid 13, ***Career Project Assessment***, provides grading guidelines.

(TEKS 16A, 16B, 17A)

TA 14 Exploring Want Ads

TAKS READING

#6 RESEARCH/CLASS DISCUSSION

Supply students with classified ad sections from several major newspapers. Have students highlight the ads for jobs related to lodging and foodservice. Teaching Aid 14, ***Exploring Want Ads***, can be used to record and compare information on the ads.

Assign students to conduct an Internet search of additional lodging and foodservice job postings. Lead students to share and compile all their findings. Lead a class discussion on the variety of jobs, requirements, and other information from the job ads.

Key Questions

- What types of jobs were advertised in the newspaper classified sections?
- What were some good Internet sources for hospitality job leads?
- What range of salaries was offered? Which jobs offered higher salaries?
- What requirements were specified for the various positions?
- What jobs were entry-level, requiring little or no experience or training?
- What jobs required specialized education, training, or certification?

#7 INTERNET SEARCH/REPORT

Have students conduct an Internet search to determine the employment outlook for the hospitality industry. Have each student write a newspaper article that relates their findings. Have them include any graphs or charts forecasting industry and employment growth. Suggested information sources include the *Occupational Outlook Handbook, Career Guide to Industries*, American Hotel & Lodging Association; Texas Hotel & Lodging Association; National Restaurant Association; Texas Restaurant Association; U.S. Office of Travel and Tourism Industries; and the World Tourism Organization.

(TEKS 17B)

TAKS WRITING TAKS MATH

#8 GROUP ACTIVITY

Refer students to Entrepreneurial Opportunities in Hospitality on page 34 of the Reference Book. Have students compile a list of entrepreneurial opportunities in hospitality services. Potential resources for the activity include the *Occupational Outlook Handbook, Career Guide to Industries*, Web sites of professional organizations listed as Resources; and classroom and library references.

(TEKS 17C)

#9 INTERVIEW

After compiling a list of entrepreneurial opportunities for hospitality services, have students interview owners of similar community businesses or invite them to serve on a panel. Guide students in preparing questions for the interviews or the panel. Sample questions are shown on Teaching Aid 15, ***Questions for Entrepreneurs***.

(TEKS 17A, 17C, 17D, 17E, 18A, 18B)

TA 15 Questions for Entrepreneurs

#10 WEB DIAGRAM

Assign students to read the section, Preparing for a Hospitality Career, on pages 34-36 of the Reference Book, and the sections on Training and Advancement from the *Occupational Outlook Handbook, Career Guide to Industries* for Eating and Drinking Places and for Hotels and Other Lodging Places. Have students develop a web diagram that depicts the variety of methods through which training and advancement can occur in the industry. Teaching Aid 16, ***Hospitality Industry: Training and Advancement Options***, provides an example.

(TEKS 17A, 17F)

TA 16 Hospitality Industry: Training and Advancement Options

TAKS READING

#11 GUEST SPEAKER

Invite a guest speaker to speak to the class about preparation and requirements for various careers in the hospitality industry. A recruiter or faculty member from an education institution that offers a hospitality program would be a good resource. Ask the guest to explain educational and certification programs available to students and provide suggestions regarding how students might plot their individual education and career plans.

As a follow-up exercise, have students compare and contrast programs offered at community colleges and universities.

(TEKS 17A, 17F)

TAKS SOCIAL STUDIES

(TEKS 17A)

TAKS READING TAKS WRITING

#12 RESEARCH/REPORT

Lead a discussion on types and levels of education required for employment in various foodservice and lodging occupations. Have each student choose an occupational interest to research. Have them research education and training opportunities for that occupation, including potential scholarships. Resources include the following:

- Texas Hotel & Lodging Association, *www.texaslodging.com*, see Education
- Texas Restaurant Association, *www.restaurantville.com*, see Campus2Go (Schools & Colleges)
- Web sites of community colleges and universities

Have students write a report on findings.

(TEKS 16C, 16D, 16G)

TAKS WRITING

#13 VIDEOTAPE

Have students view a video on a person who has become successful in the hospitality industry. Examples are Conrad Hilton, J.W. Marriott, or Leona Helmsley. Have students make two lists: *Things to Copy* and *Things to Avoid*. Allow students to share their lists.

(TEKS 16A, 16B, 16C, 16D, 16E, 16F)

TAKS READING

#14 PRESENTATION

Assign each student one of the following Characteristics That Contribute to Success. These are elaborated upon in Figure 5.4, pages 46-47, of the Reference Book.

- Appearance
- Voice
- Cooperation
- Work Habits
- Accuracy
- Courtesy
- Dependability
- Health
- Initiative
- Promptness
- Self-control
- Attitude

Instruct each student to analyze the assigned characteristic and create one or more slides for a PowerPoint presentation on hospitality employability skills. Guide one or two students in compiling the slides into a PowerPoint presentation on Characteristics That Contribute to Success.

(TEKS 16A, 16B, 16C, 16D, 16E, 16F)

TA 17 Employability Skills

TAKS READING

#15 PRESENTATION

Have students read about employability skills on pages 36-45 of the Reference Book. Divide the topics listed on Teaching Aid 17, ***Employability Skills***, among students. Instruct students to prepare a presentation or product on the importance of the assigned characteristic, skill, or set of skills to success in the hospitality industry. Students might also create slides to be added to the PowerPoint presentation in Strategy 14. The following questions can serve as a guide.

Key Questions

- Why is this characteristic, skill, or set of skills important in the hospitality industry?
- What would demonstrating this characteristic or skill entail or "look like"?
- How can this characteristic or skill be strengthened?

#16 PROJECT

Refer students to Teaching Aid 17, ***Employability Skills***. Ask them to look over the list and analyze their personal effectiveness in each area. Have them highlight in yellow the skills/characteristics they believe themselves to demonstrate effectively. Have them highlight in green skills/characteristics they need to improve.

For each of the skills highlighted in green, have students write a brief plan for improvement. For example, a student who tends to be late to school or work would have highlighted "promptness" and/or "dependability" in green. The plan might be to get a new alarm clock and vow to be on time every day for the next two weeks. Guide students in selecting a few of the plans to implement immediately and report on progress after a designated time. This could be done as an FCCLA Power of One, Leaders at Work, or Career Connection project.

(TEKS 16A, 16B, 16C, 16D, 16E, 16F)

TA 17 Employability Skills

TAKS WRITING

FCCLA

#17 INDIVIDUAL ACTIVITY

Provide students with a variety of employment applications from different hospitality establishments. Have students practice completing the applications. Lead students to analyze how the applications may differ and to determine information commonly required. Have each student develop a personal data card, such as that shown on Teaching Aid 18, ***Personal Data Card***. The card can be carried in students' wallets and used as a guide for pertinent information requested on application forms.

(TEKS 16B)

TA 18 Personal Data Card

TAKS WRITING

#18 PROJECT

Have students begin to develop a portfolio with a resumé, letters of reference, and other career tools. The portfolios can also be produced electronically. For more information on portfolios and electronic portfolios, see the Creative Ideas section of this guide.

A variety of tools for teaching students effective methods to secure, maintain, and terminate employment and effective verbal, nonverbal, written, and electronic communication skills are included in the following Teaching Aids:
Teaching Aid 19, ***Where Do You Look for Jobs?***
Teaching Aid 20, ***Letter of Inquiry***
Teaching Aid 21, ***Guidelines for Writing Resumés***
Teaching Aid 22, ***Guidelines for Writing Letters of Application***
Teaching Aid 23, ***Guidelines for Completing Job Applications***
Teaching Aid 24, ***Sample Job Application***
Teaching Aid 25, ***Interview Questions***
Teaching Aid 26, ***Sample Follow-up Letter***
Teaching Aid 27, ***Guidelines for Terminating Employment***
Teaching Aid 28, ***Suggested Obligations in Terminating Employment***

(TEKS 16A, 16B)

TA 19 Where Do You Look for Jobs?
TA 20 Letter of Inquiry
TA 21 Guidelines for Writing Resumés
TA 22 Guidelines for Writing Letters of Application
TA 23 Guidelines for Completing Job Applications
TA 24 Sample Job Application
TA 25 Interview Questions
TA 26 Sample Follow-up Letter
TA 27 Guidelines for Terminating Employment
TA 28 Suggested Obligations in Terminating Employment
TA 29 Differentiating the Levels of Electronic Portfolio Implementation

TAKS READING TAKS WRITING

Have students develop examples for their portfolios or electronic portfolios. Teaching Aid 29, ***Differentiating the Levels of Electronic Portfolio Implementation***, provides guidelines for using electronic portfolios. These activities may be used as FCCLA projects in Dynamic Leadership, Leaders at Work, and Career Connection.

(TEKS 18A, 18B)

TA 30a-b Management of Multiple Roles

TAKS READING

#19 INDIVIDUAL OR GROUP ACTIVITY

Distribute copies of Teaching Aids 30a-b, ***Management of Multiple Roles***, for each student to read. In small groups or individually, have students analyze the strategies listed in the information sheet. Have students also consider why management of multiple roles might be especially critical for employees in the hospitality industry. (Refer students to the section, Hospitality Careers are Different, on pages 28-29 of the Reference Book.) Lead students to share their responses.

(TEKS 18A, 18B)

#20 GROUP ACTIVITY

Have students work in groups to find an article from a magazine, newspaper, or the Internet on challenges and strategies for managing multiple family, community, and wage-earner roles. Examples of magazines include *Good Housekeeping, Family Circle, Woman's Day, Women Today, Parents, Redbook,* and professional association publications. Instruct each group to read the assigned article and prepare a written report and oral presentation on challenges and strategies discussed in the readings.

FCCLA ACTIVITIES

- FCCLA Career Connection: All Units
- Families First: Balancing Family and Career
- Leaders at Work: Hospitality, Tourism and Recreation
- Power of One: Working on Working
- STAR Events: Career Investigation; Culinary Arts; Entrepreneurship; Hospitality; Interpersonal Communications; Job Interview
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 6

Professional Organizations & Associations

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Summarize the roles and services of professional organizations serving the hospitality industry.

16A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.

17F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.

Chapter Vocabulary

American Culinary Foundation (ACF)
American Hotel and Lodging Association (AH&LA)
code of ethics
Council on Hotel, Restaurant, and Institutional Education (CHRIE)
Hospitality Sales and Marketing Association International
International Food Service Executives Association
National Restaurant Association (NRA)
professional organization
standards

RESOURCES

Agencies and Organizations/Web Sites

American Culinary Federation
www.acfchefs.org

American Hotel & Lodging Association
www.ahla.com

Club Managers Association of America
www.cmaa.org

Hospitality Financial and Technology Professionals
www.hftp.org

International Council on Hotel, Restaurant and Institutional Education (CHRIE)
www.chrie.org

International Food Service Executives Association
www.ifsea.org

National Restaurant Association
www.restaurant.org

Texas Hotel & Lodging Association
www.texaslodging.com

Texas Restaurant Association
www.restaurantville.com

Travel Industry Association of America
www.tia.org

Ch 6

Welcome

#1 GROUP ACTIVITY

Lead students to analyze what it means to be a "professional" in the hospitality industry. Have students work in groups to answer the following questions:

- What attributes characterize professionalism in the hospitality industry?
- How can a hospitality services employee build these professional attributes?
- How can a hospitality services employee continue to grow as a professional throughout life (lifelong learning)?
- How do professional organizations enhance professionalism and contribute to growth as a professional?

Notes

(TEKS 1G, 17F)

#2 GUEST SPEAKER

Have students read What is a Professional Organization?, pages 49-51 of the Reference Book, to gain basic information regarding roles and services of professional organizations. Invite a member of a local chapter of a professional organization to speak to the class on the benefits and services provided by the organization.

(TEKS 1G, 17F)

Key Questions

- What are the benefits to individual members of the organization?
- What strengths does the organization have collectively?
- Why is membership in a professional organization important for professionals working in the hospitality industry?

#3 INTERVIEW

Have students interview employees in various aspects of the hospitality industry to determine professional organizations to which they belong and why they are members of that organization. In addition to face-to-face interviews (i.e., at training stations and local hospitality establishments), contacts could be made via telephone or e-mail. Lead students to share and compile responses.

(TEKS 1G)

#4 RESEARCH/VISUAL DISPLAY

Have students identify a variety of professional organizations within the hospitality industry and determine potential benefits of involvement in such organizations. The following professional organizations, which serve a broad range of professions within the industry, provide links to organizations serving more specialized aspects:

- American Hotel & Lodging Association, *www.ahla.com*
- National Restaurant Association, *www.restaurant.org*
- Travel Industry Association, *www.tia.org*
- Club Managers Association of America, *www.cmaa.org*
- Hospitality Financial and Technology Professionals, *www.hftp.org*

Lead students to share findings and compile a listing of the organizations. For each, have students include a brief description of primary roles and services. Guide students in developing the listing as a brochure or other visual display.

(TEKS 1G)

(TEKS 1G, 17F)

TA 31 Exploring Professional Organizations

TAKS READING

#5 INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have each student select a professional organization to research. Coordinate selections so that a variety of organizations are covered, especially organizations like the following:

- American Culinary Federation (ACF)
- American Hotel & Lodging Association (AHLA); Texas Hotel & Lodging Association (THMA)
- International Council on Hotel, Restaurant, and Institutional Education (CHRIE)
- International Food Service Executives Association
- National Restaurant Association (NRA); Texas Restaurant Association (TRA)

Have students locate the organization's Web site and record key information. Teaching Aid 31, ***Exploring Professional Organizations***, can be used to record information. Lead students to share findings, and then post students' reports for other students to access. Lead a class discussion on resources for professional development available through professional organizations.

Key Questions

- What are the goals of various professional organizations?
- How do the organizations vary in size?
- What is the cost associated with joining various organizations?
- What do members get in return for the cost?
- What are examples of professional development opportunities and conferences sponsored by various organizations?
- In addition to direct member benefits, what are other ways participation in professional organizations promotes professional growth? (i.e., networking with other professionals, leadership opportunities, career development opportunities, honors and awards, scholarships, etc.)

(TEKS 17F)

TAKS READING

#6 INTERNET RESEARCH/VISUAL DISPLAY

Have students conduct Internet research to list examples of professional certifications available in the hospitality industry. Have students print out and share their findings. Guide students to compile results into a class file or visual display. Note the wide range of certifications in both lodging and foodservice careers. Have students analyze how various certifications enhance career options and professionalism within a specific field.

(TEKS 1G, 17F)

TA 31 Exploring Professional Organizations

TAKS WRITING

#7 INDIVIDUAL ACTIVITY

Have each student determine three continuing education opportunities that could enhance career advancement and promote lifelong learning as a hospitality industry professional in a field of personal interest. Students can draw upon information from previous strategies, such as information related to professional development opportunities recorded on Teaching Aid 31, ***Exploring Professional Organizations***. Instruct students to write a summary of each option, including details regarding time, location, cost, information covered, and expected benefits in terms of professional advancement and growth.

#8 GUEST SPEAKER/FCCLA PROJECT

(TEKS 16A, 17F)

Invite an FCCLA student leader or advisor to present information regarding FCCLA programs and projects that promote opportunities for growth as a professional in areas related to hospitality services. Examples include Career Connection, Leaders at Work, Power of One: Working on Working, and various STAR Events. Have each student select and participate in an FCCLA project that will enhance their personal professional growth.

FCCLA ACTIVITIES

- FCCLA Career Connection: All Units
- Leaders at Work
- Power of One: Working on Working
- STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 7

Management Functions

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

3C Explain management functions related to operations in the hospitality industry.

3E Analyze styles of supervision.

Chapter Vocabulary

budget
chain hotel
convention business
corporate business
covers
education business
fiscal year
forecast
government business
management by objectives
marketing plan
Total Quality Management (TQM)
transient business

RESOURCES

Books

Blanchard, K., & Johnson, S. (1982). *The One Minute Manager.* New York, NY: Berkley Books.

Buckingham, M., & Clifton, D. (2001). *Now, Discover Your Strengths: How to Develop Your Talents and Those of the People You Manage.* New York, NY: The Free Press.

Covey, S. R. (1989). *The Seven Habits of Highly Effective People: Restoring the Character Ethic.* New York, NY: Simon & Schuster.

Covey, S. R., Merrill, A. R., & Merrill, R. R. (1994). *First Things First: To Live, To Learn, To Leave a Legacy.* New York, NY: Simon & Schuster.

Davidson, J., & Davidson, J. P. (2002). *The Complete Idiot's Guide to Managing Your Time* (2nd ed.). New York, NY: The Penguin Group.

Griessman, B. (1994). *Time Tactics of Very Successful People.* New York, NY: McGraw-Hill Companies.

Koch, R. (1999). *The 80/20 Principle: The Secret to Success by Achieving More with Less.* New York, NY: Doubleday & Company.

Lundin, S. C., Christensen, J., & Paul, H. (2000). *Fish! A Remarkable Way to Boost Morale and Improve Results.* New York, NY: Hyperion Press.

Mayer, J. J. (1995). *Time Management for Dummies.* Foster City, CA: IDG Books.

Reynolds, J. S. (2004). *Hospitality Service: Food & Lodging.* Tinley Park, IL: Goodheart-Willcox.

Woods, R., & King, J. (1996). *Quality Leadership & Management in the Hospitality Industry.* East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Videotape

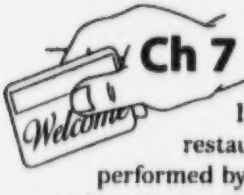
Charthouse Learning Corporation *www.charthouse.com* A free preview is available after registration.

- *Fish!*

Web Sites

Systems Thinking Primer
www.systemsprimer.com

Team Management Systems
www.tms.com.au/wothot.html



#1 GUEST SPEAKER/JOB DESCRIPTION

Invite the owner or manager of a local hotel or a local restaurant to speak to the class about roles that must be performed by a successful manager of a hospitality business. Guide students in preparing questions, and send a copy of the questions to the guests in advance. Sample questions include the following:

- How are the following business responsibilities handled:
  - budgeting
  - inventory, purchasing, and receiving
  - personnel management
  - general knowledge of occupational skill within the facility
  - public relations and promotions
  - record keeping
  - sanitation, safety, and security
- Which responsibilities should not be delegated?
- Do you have a leadership style that you prefer to use?
- At what times of the day and week do responsibilities and duties increase?
- What are some common customer complaints?
- In what ways are owners responsible to employees?
- In what ways are owners responsible to customers?
- As a manager, what skills do you look for when hiring employees?
- Based upon employee skills required, what academic and occupational knowledge is needed to prepare oneself for managerial roles in hospitality services?

Assign students to read about key roles of a manager in the hospitality industry in Chapter 7 of the Reference Book. Have students prepare a job description for the manager of a hotel or restaurant, pointing out the duties performed and the qualities needed to fill the position.

Notes

(TEKS 3C, 3E)

TAKS WRITING

#2 SCENARIO

Have students play "Worst Case/Best Case Scenario." Distribute Teaching Aid 32, ***Worst Case/Best Case Scenario***, and divide the class into groups to develop scenarios involving various management duties. Assign one or more management tasks for each group to evaluate, and then plan a scenario which will exhibit examples of what can happen when these tasks are performed well and when they are performed poorly. Have each group share their most interesting scenarios. Encourage groups to act out their scenarios. Give awards for best scenario and best acting.

(TEKS 3C)

TA 32 Worst Case/ Best Case Scenario

#3 VISUAL DISPLAY

Point out to students that well-groomed employees at a hotel present a professional image to guests. Display Teaching Aid 1, ***Examples of Establishments in the Hospitality Industry Network***. Have students identify types of hospitality establishments, and then locate hotel and restaurant trade journals and catalogues to select the suits or uniforms for front desk staff, foodservice employees, and housekeeping employees. The outfits chosen should reflect the caliber of the business. Have students cut out

(TEKS 3C)

TA 1 Examples of Establishments in the Hospitality Industry Network

pictures of the uniforms and suits to design a visual display. Have students present their products to the class.

(TEKS 3C, 3E)

TA 56 Rooms Division Organizational Chart

TAKS READING

#4 EDUCATIONAL TOUR/GRAPHIC ORGANIZER

Assign students to groups to research or visit a major hotel or restaurant to gather information about management, personnel, and the chain of authority. Based on what they learn, have students design an organizational chart that includes department managers and employees. The chart should indicate the chain of authority. (See Teaching Aid 56, ***Rooms Division Organizational Chart***, for an example.) Using poster board, overheads, or computer, have students display their management pyramids for the class and explain. Lead the class in a comparison of management structures, with students pointing out the strengths and weaknesses of their examples.

(TEKS 3C)

TA 33 Formation of a Business Image

TAKS READING

TAKS WRITING

#5 SCENARIO

Point out to the students that customers are always evaluating and forming impressions of the service they receive. Provide students with a copy of Teaching Aid 33, ***Formation of a Business Image***. Instruct students to read the scenario and evaluate the service impression from the consumers' perspective. Have students complete the directions on the teaching aid to show how to generate a positive impression of service.

(TEKS 3C)

#6 WORD ASSOCIATION

Explain to students that one management function concerns marketing. The hospitality industry depends much on name recognition. Businesses are hoping that when their services are needed, the first name to come to mind will be theirs and will be the one contacted. Have students give the name of the first company that comes to mind when they think of a particular segment of the hospitality industry and qualities or characteristics they are reminded of. For example, an airline might be Southwest Airlines; their commercials say they will fly you for peanuts, which indicates they cost less than their competitors. Examples of hospitality industry segments for the activity include the following:

- airline
- car rental company
- theme park
- bus company
- cruise line
- restaurant - high end
- restaurant - QSR
- hotel chain

(TEKS 3C)

TAKS WRITING

#7 PRESENTATION

Ask students to think of a hotel or motel at which they have stayed or a restaurant at which they have eaten. Ask what special services were offered by the hotel or motel. What would make them return to that hotel or restaurant? What would make them not return to that hotel or restaurant? Divide the class into groups and have them identify the "Top Ten Reasons To Stay at ________," or "Top Ten Reasons To Eat at __________." Instruct students to develop a marketing promotion to attract potential customers based on their top ten list. Have students develop one segment of the promotion (brochure, radio spot, etc.), and present it to the class.

#8 BRAINSTORMING/VISUAL DISPLAY

(TEKS 3C, 3E)

Lead students to brainstorm the responsibilities of a good manager and some of the personal qualities necessary to carry out these responsibilities. Review with students pages 62-64 of the Reference Book. Divide the class into groups of three or four. Provide each group with a length of art paper (36" x 6'). After having one member of the group lie on the rolled out paper, have another member trace around the student to form a human silhouette. Instruct each group to elaborate on this figure to depict their ideal manager. For example, draw large ears to indicate a good listener. Hang the drawings around the room, and have students explain their drawing and their reasoning behind each element.

#9 PROBLEM-SOLUTION BRAINSTORMING

(TEKS 3C, 3E)

TAKS SOCIAL STUDIES

Share with students the following quote by Jeffrey Mayer: "If you haven't got the time to do it right the first time, when will you find the time to do it over?" Lead students in a discussion of the demands an owner or manager has on his or her time. Lead them to brainstorm a list of the issues or occurrences that could require attention from the manager. Use the following list to help the students:

- crisis management
- the telephone
- lack of priorities/objectives
- attempting too much
- drop in visitors who say "Have you got a minute?"
- ineffective delegation
- the cluttered desk
- procrastination
- the inability to say "no!"
- meetings

Lead students to devise solutions to how managers can organize or prioritize differently so the business will run more smoothly. Point out that effective time management requires a sense of balance.

#10 RESEARCH/VISUAL DISPLAY

(TEKS 3C, 3E)

TAKS READING TAKS WRITING

Point out to students that time management is a topic that has been written about and studied often. It is a continuing challenge for managers of all types of businesses, not just hospitality. Have students research one of the many models developed for assisting with time management or skim one of the following books:

- *The Complete Idiot's Guide to Managing Your Time* by Jeff Davidson
- *Time Management for Dummies* by Jeffrey J. Mayer
- *Time Tactics of Very Successful People* by B. Eugene Greissman
- *First Things First: To Live, To Learn, To Leave a Legacy* by Stephen R. Covey
- *The Seven Habits of Highly Effective People: Restoring the Character Ethic* by Stephen R. Covey
- *The 80/20 Principle: The Secret to Success by Achieving More with Less* by Richard Koch
- *The One Minute Manager* by Kenneth H. Blanchard and Spencer Johnson

A review or summary of the book is often posted on Internet booksellers' Web sites which may be an easier method for students to access information. Possible sites are *www.barnesandnoble.com* or *www.amazon.com* Have students prepare a visual display entitled "To Do List for the Busy Manager" on which they summarize suggestions from their research on how managers can more productively use their time. Lead students to share their list with the class.

(TEKS 3C, 3E)

TAKS READING

#11 SCENARIO/ROLE PLAY

Review with students the four styles of supervision or management: bureaucratic, democratic, autocratic, spectator (laissez-faire). Refer them to Table 7.1 on page 58 of the Reference Book, divide the class into four groups, and assign a style of supervision or management to each. Have students make up a situation that would be effectively handled by their assigned style and give reasons for their choice. Have each group present their situation by use of a visual presentation or by acting it out.

(TEKS 3C, 3E)

TAKS READING

#12 PAIRED ACTIVITY/RESEARCH

Have students work in pairs to define and research leadership styles. The following are terms, styles, authors, and Web sites that can be used to help with this research:

- Systems Thinking Primer: *www.systemsprimer.com/* click on "Writings" then "A Simple Introduction to Organizational Learning"
- Team Learning: *www.tms.com.au/* click on "About TMS" then click on "Case Studies & Articles" then "Team Learning"
- Managerial Grid (Blake & Mouton)
- Immaturity-Maturity Theory (Argyris)
- Situational Leadership Theory (Heresy & Banchard)
- Total Quality Management
- The Fifth Discipline (Senge)
- Situational Leadership
- miscellaneous styles: *www.tms.com.au/wothot.html* "WoT's Hot and WoT's Not: Leadership in the Next Millennium"

Have each pair present an overview of the style they researched and give an example of what applications could be made of their style.

#13 JOURNAL

Discuss with students the different types of supervision or leadership styles and how they are reflected in all areas of the workplace. Have students keep a journal for four weeks of their experiences at their training sites including supervision styles they observe and interactions among employees and managers/supervisors.

(TEKS 3C, 3E)

TAKS WRITING

Key Questions

- What style or styles of supervision did you observe at your training site?
- How did employees respond to the different styles of supervision?
- How do you respond to the different styles of supervision?
- Which styles of supervision encourage employees to take responsibility for the accomplishment of workplace goals and objectives?
- What situations did you observe in which the style of supervision seemed to reflect differences in employee supervisor needs?

FCCLA ACTIVITIES

- Dynamic Leadership
- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Financial Fitness project: marketing areas
- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Events: Entrepreneurship; Illustrated Talk; Interpersonal Communication; Job Interview
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 8

Developing a Business Plan

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1E Analyze the effects of the global economy on the hospitality industry.
1F Describe the impact of technological innovations on the hospitality industry.
8D Explain components of a strategic business plan.
17C Describe entrepreneurial opportunities in the hospitality services industry.
17D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.

Chapter Vocabulary

- asset
- balance sheet
- business plan
- capital equipment
- cash flow analysis
- competition
- financial management plan
- financial projections
- liability
- management plan
- marketing
- net
- operating budget
- operations manuals
- pro forma
- start-up budget
- target market

RESOURCES

Web Sites

Kauffman Foundation's Resources for Entrepreneurs
www.entreworld.org (click on "Growing Your Business")

Landry's Restaurants, Inc.
www.landrysseafood.com

National Foundation for Teaching Entrepreneurship
www.nfte.com

National Restaurant Association
www.restaurant.org

Occupational Outlook Handbook
www.bls.gov/oco/

Omni Hotel
www.omnihotels.com

Small Business Administration
www.sba.gov

Small Business School
www.smallbusinessschool.org (The Web site has the transcript and streaming video for the television show broadcast on PBS stations about small businesses.)

Ch 8
Welcome

#1 RESEARCH/GROUP DISCUSSION

Have students work individually or in small groups to compile a list of entrepreneurial opportunities in hospitality services. Following are examples of references which would provide students with resource information on entrepreneurial opportunities:

- Occupational Outlook Handbook *www.bls.gov/oco/*
- National Foundation for Teaching Entrepreneurship *www.nfte.com* (This has much information on starting and growing any kind of business.)
- Small Business School *www.smallbusinessschool.org*

Next, have students sort the businesses into categories (i.e., market segment, size, training necessary). Lead students in a discussion of their findings and the implication this has on their involvement in entrepreneurial opportunities.

Notes

(TEKS 17C, 17D)

TAKS READING

#2 RESEARCH

Explain to students that since operating a business can be a difficult thing to do, it is important to have clearly stated goals and objectives and for all employees to know these and to share these goals. Some businesses call these a "mission statement" or "philosophy." Have students research various hospitality businesses to find the mission statement. Often these can be located on the company's Web site. Examples include the following:

- Landry's Seafood chain of restaurants' philosophy can be found at *www.landrysseafood.com/corporate/philosophy.html*
- Omni Hotels' mission statement can be found at *www.omnihotels.com/corporate/* (click on "Mission & Vision")

Have students copy these and share with the class. Lead the class in an analysis of similarities and differences in the mission statements. Have students write and submit a mission statement for their school or FCCLA chapter or update the current one.

(TEKS 3D)

TAKS READING TAKS WRITING

FCCLA

#3 GUEST SPEAKER/RESEARCH

Point out to students that finding the money to start a business is often difficult. Invite a banker to speak to the class about the process one must go through in order to obtain a loan, what documents the bank requires, and what steps the bank goes through to assure that the business is viable. Have students research in books, magazines, or the Internet for suggestions on how to come up with the money necessary to open a business. One resource suggestion is *www.restaurant.org* (click on Magazines; use "search" for the article "Restaurant Financing: How Easy Is It To Get Money Today?" from the January/February 2001 issue of *Restaurants USA*). Lead the students in a discussion of ways to finance a new business.

(TEKS 3D, 17C, 17D)

TAKS READING

#4 ANALOGY/GRAPHIC ORGANIZER

Point out to students the analogy that the accountant is to a business as the scorekeeper is to any sport. In sports, it is important to keep the total

(TEKS 3D)

TA 34 Sports/Business Analogy

TA 35 Sports/Business Analogy Guide

TAKS READING

score, but it is also very informative to keep up with other statistics. Likewise, in business it is important to not only have the final profit or loss number but to also have other means of analyzing the business. Have students continue this sports/financial analogy. Display Teaching Aid 34, ***Sports/Business Analogy***. Have students provide information to complete the chart. Teaching Aid 35, ***Sports/Business Analogy Guide***, provides sample responses.

(TEKS 1F, 3D, 17C)

TAKS READING

TAKS WRITING

TAKS MATH

FCCLA

#5 GROUP PROJECT

Assign students to read about key elements of a business plan in the Reference Book. Divide the class into groups, and have each group prepare a business plan to use in soliciting money from either a bank, the Small Business Administration, or private funding. The Small Business Administration has a Web site and tutorial explaining how to develop a business plan (*www.sba.gov/starting/indexbusplans.html*). Have students invent a business they would like to open and develop a projection for all the information a lending company would like to see before loaning or investing. Have students assemble a folder or portfolio containing this information in a format appropriate to present to lenders. Free sample business plans can also be found at *www.entrepreneur.com/services* (click on Biz Plans, and then scroll down to "Sample Business Plans").
Note: This could be a part of an FCCLA STAR Event: Entrepreneurship activity.

(TEKS 1F, 3D, 17C)

TAKS WRITING

TAKS MATH

#6 GUEST SPEAKER/WRITTEN EXERCISE

Invite a banker, management consultant, or a representative of the Small Business Administration to speak to the class about the components of a strategic business plan and the role it plays in the success of a business venture, whether large or small.

Key Questions

- Why is strategic business planning important in starting a new business?
- Why is it of continued importance to the growth of an established business?
- Why is an understanding of the plans and goals of the business important to its employees?
- How does the strategic business plan apply to all types of hospitality operations from small, independent ones to nationwide chains and franchises?

Have students write a one paragraph summary on "Why Business Plans Are Important."

(TEKS 1F, 3D, 17C)

TA 36 Speaker Report Summary

TAKS MATH

#7 GUEST SPEAKER

Invite the controller or accountant for a local restaurant or a local hotel to speak to the class about the accounting process of a hospitality business. Ask the guest to explain and bring sample copies of items such as the following:

- daily ledgers
- statement of income and expense
- balance sheets
- cost analysis
- cost-volume-profit analysis (CVP)
- any other reports used frequently

Since some of the amounts on these could be confidential, suggest that specific numbers be blacked out if preferred. Also, request that the guest explain the uniform system of accounts and whether *Uniform System of Accounts for Restaurants* or *Uniform System of Accounts for the Lodging Industry* or *Uniform System of Financial Reporting for Clubs* is used. Have students complete Teaching Aid 36, ***Speaker Report Summary***. **Note:** This activity may be combined with Chapter 16, Strategy 2, since both involve a controller as a guest speaker.

#8 GROUP ACTIVITY/GRAPHIC ORGANIZER

Point out to students that there can be an impact of the global economy on national and international industries and specifically, the hospitality industry. Have students work together to make a list of events, good and bad, that could happen in the world. Use the items on this list to start a Cause and Effect Chain. Distribute Teaching Aid 37, ***Cause and Effect Chain Reaction***, or make an overhead to work as a large group. In the first square, fill in the cause, taken from students' list of good and bad events. Lead students to fill in the remaining squares with effects. Close the activity with the following questions:

- How are business and leisure travel affected by the economy worldwide?
- What areas of the world have been most impacted by their own failing or thriving national economies?
- How is this information useful to the hospitality industry?

(TEKS 1E, 1F)

TA 37 Cause and Effect Chain Reaction

TAKS READING

TAKS SOCIAL STUDIES

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Financial Fitness
- Leaders at Work: Hospitality, Tourism and Recreation
- Power of One: Working on Working; A Better You
- STAR Events: Applied Technology; Entrepreneurship; Illustrated Talk; Job Interview

See **Blended Activities** for more activities on financial statements.

Chapter 9

Organizational Structures

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

3A Describe various types of hospitality operations.
3B Contrast various ownership and management structures in the hospitality industry.
17D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.

Chapter Vocabulary

board of directors
capital expenditures
capital goods
chain operations
corporation
franchise
franchise operations
franchisee
franchiser
general partnerships
independent businesses
independent operations
limited partnerships
multiple-unit organizations
owner-managed businesses
owner-operated businesses
private corporations
public corporations
shareholders
silent partners
sole proprietorships
subchapter S corporations

RESOURCES

Videotape

Teachers Video Company *www.teachersvideo.com*
Standard Deviants School - Basic Accounting I

Web Sites

Ben & Jerry's
www.benjerry.com

Burger King
www.burgerking.com

Franchise Opportunities
www.franchiseopportunities.com

Franchise Solutions
www.franchisesolutions.com

FranChoice
www.franchiseselftest.com

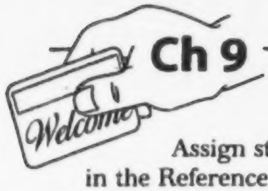
Hotel and Motel Management
hvs.hotelmotel.com

Krispy Kreme Donuts
www.krispykreme.com

Let's Talk Business Network
www.ltbn.com

McDonald's
www.mcdonalds.com

National Restaurant Association
www.restaurant.org



#1 GUEST SPEAKER/RESEARCH/ GRAPHIC ORGANIZER

Assign students to read the section on Forms of Organization in the Reference Book. If possible, invite an attorney to speak to the class about the types of ownership for a business. Ask him or her to cover the attributes, the advantages, and the disadvantages of the various types of ownership, such as sole proprietorship, partnership, general partnership, limited partnership, private corporation, and public corporation. In what circumstance would each of these be the preferred form of ownership? After listening to the attorney and taking notes, have students research in the text, business publications, or the Internet for more information about ownership choices. A possible article on the Internet is the following: *www.restaurant.org/business/magarticle.cfm?ArticleID=422* "Corporate Decisions: Pros and Cons of Incorporating."

Distribute Teaching Aid 38, ***Grid Analysis***. Lead students in using this graphic organizer to evaluate the various types of ownership. Have students complete the grid by adding more factors and by ranking each option. Lead students in an analysis of the strengths and weaknesses of different types of ownership.

Notes

(TEKS 3A, 3B)

TA 38 Grid Analysis

TAKS READING

#2 INTERVIEW

Ask each student to interview one person who owns, operates, and manages a business. Sample questions include the following: What inspired you to start your own business? Did you have to work at your business for any length of time without pay? Why? What are the benefits to owning, operating, and managing your own business? What obstacles have you faced in starting, operating, and managing your business? What permits and licenses are you required to get for your business? What incidents are you liable for? How do you protect yourself against these occurrences? Have students summarize the answers and share their interview results with the class.

(TEKS 3A, 3B)

TAKS WRITING

#3 CLASS DISCUSSION/NARRATIVE WRITING

Refer students to Chapter 9, page 76, of the Reference Book, and lead a class discussion about sole proprietorships and the special concerns of the owners, managers, and operators of these businesses. Following the class discussion, have students write a narrative titled "My Life As a Sole Proprietor." Allow student volunteers to share papers with the class.

(TEKS 3A, 3B)

TAKS WRITING

Key Questions

- In what ways can starting a business affect the quality of the personal and family life of owners?
- Why is self-motivation an important asset and necessary characteristic for persons involved in sole proprietorships?
- What are some other important characteristics?
- Why should entrepreneurs have ready access to extra personal funds prior to starting their businesses?
- How can advertising be handled?
- Should there be a support system in case of illness that would allow the business to continue if the owner falls ill? Why?

(TEKS 3A, 3B)

TA 39 Partnership - Compare/Contrast Venn Diagram

#4 VENN DIAGRAM

Instruct students to read the section in Chapter 9 of the Reference Book on general and limited partnerships. Distribute Teaching Aid 39, ***Partnership - Compare/Contrast Venn Diagram.*** Have students work in pairs to complete the diagram, illustrating both the shared aspects of and the differences between general partnerships and limited partnerships. Each display should feature the definition of general partnership and limited partnership and provide information related to the following subject matter:

- business financing
- decision making
- liabilities
- responsibilities
- profits
- regulations for starting the business
- taxes

Display the Venn diagrams created by students in the classroom.

(TEKS 3A, 3B)

TAKS WRITING TAKS SOCIAL STUDIES

#5 GUEST SPEAKER/WRITTEN REPORT

Invite the economics teacher to make a short presentation to the class on stocks, trading, going public, etc. Have the students use their notes from the guest speaker and from an Internet research from sites, such as *www.restaurant.org/business/magarticle.cfm?ArticleID=174* ("Stock Options: Is It Time To Go Public?"), to write a one paragraph summary of the information acquired.

(TEKS 3A, 3B)

TA 40 "Jeopardy" Game Instructions

TAKS READING TAKS WRITING

#6 RESEARCH/JEOPARDY

Refer students to the section on corporations, pages 77-78 of the Reference Book. Divide the class into five groups. Assign each group one of the following terms used to describe corporations:

- private corporation
- public corporation
- shareholders
- subchapter S corporation
- officers
- board of directors

Ask each group to research, define, and describe the assigned term and present findings to the class. Have students prepare questions and answers based on what they learn. Following the instructions on Teaching Aid 40, ***"Jeopardy" Game Instructions,*** lead the class in playing the game.

(TEKS 3A, 3B)

TAKS WRITING

#7 TEAM VISUAL DISPLAYS

Point out to students that in addition to deciding on the type of ownership (i.e., private or corporate), there are also options as to whether the business will be operated as an independent, a chain, or a franchise. After reviewing with students the material in Chapter 9 of the Reference Book, divide the class into three teams. Team one will support franchise operations, team two will support independent operations, and team three will support chain operations. Allow teams fifteen minutes to organize a presentation in support of their assigned business operation which should include a visual display. Allow each team five minutes to present their information in support of their form of operation. Ask each student to write a summary comparing the positive aspects of each operation.

#8 T-CHART

Point out to students that some businesses have varieties of operation: some stores are company owned chains, and some are franchises. Denny's and Schlotzsky's are two such companies that have both chain and franchise operations. Have students research these or other like companies. Distribute Teaching Aid 41, ***T-Chart Template***, and have students itemize the pros and cons of operating a business as either a chain or a franchise.

(TEKS 3A, 3B)

TA 41 T-Chart Template

TAKS READING

#9 INTERNET TEST/CLASS DISCUSSION

Have the class take a test to assess if they would be a good candidate to be a franchisee. Two Internet sites that have such tests are *www.franchiseselftest.com* and *www.ltbn.com/fame/quiz_franchisee.htm* After students have taken one or more of the tests, lead them in a discussion.

(TEKS 3A, 3B, 17D)

TAKS READING

Key Questions

- What level and type of experience do the tests lead one to believe would be of value?
- What personal characteristics are identified as qualities needed for success in a franchise business?
- What are some of the characteristics that would hinder success in a franchise?

#10 GROUP ACTIVITY

Lead a class discussion on operational/management forms based on information in Chapter 9 of the Reference Book and in previous strategies. Divide the class into four groups. Have each group develop a bulleted list providing an explanation of the form, advantages, and disadvantages of one of the following:

- independent business operated by owner
- independent business operated by manager
- franchise operation
- chain operation

Have groups present their lists to the class. Distribute Teaching Aid 42, ***S.W.O.T. Analysis***, and have students work in their groups to perform a SWOT analysis of the operational/management forms. Have students share their conclusions.

(TEKS 3A, 3B)

TA 42 S.W.O.T. Analysis

TAKS WRITING

TAKS SOCIAL STUDIES

(TEKS 3A, 3B)

#11 INTERNET RESEARCH/VISUAL DISPLAY

Divide the class in half, assigning one group to research lodging franchises and the other to research food franchises. Have groups perform a preliminary research on the Internet with each member focusing on one restaurant or hotel. Each group should meet to compare findings and to develop categories for comparing results, such as initial cost, services offered, advertising costs, ongoing expenses related to franchise, expected benefits. Members can then return to their assigned Web site to gather additional information if necessary and then meet again to assemble their data into one presentation. Have students prepare a visual display of their findings and make an oral presentation, comparing and contrasting the franchise opportunities and requirements of each company.

Possible Internet resources include the following:

- *www.benjerry.com*
- *www.mcdonalds.com/corporate/franchise*
- *www.burgerking.com* (click on Company Info)
- *www.krispykreme.com* (click on Franchise Info)
- *www.franchiseopportunities.com*
- *www.franchisesolutions.com*
- *hvs.hotelmotel.com/intro.asp* (provides an on-line hotel franchise fee calculator to conduct a comparative analysis of hotel franchise companies based on fees they charge)

(TEKS 3A, 3B)

TAKS WRITING

#12 LETTER WRITING/ORAL PRESENTATON

Have students send letters of inquiry or e-mails to hotel and restaurant franchises requesting information including start-up costs, franchiser assistance, franchisee benefits. Allow several weeks for replies. Once most of the replies have been received, have students present the information to the class and evaluate whether they would choose a franchise or private ownership for each of these types of businesses and give the reasons why.

FCCLA

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Financial Fitness
- Power of One: Working on Working; A Better You
- STAR Events: Entrepreneurship; Illustrated Talk; Job Interview

Chapter 10

The Human Resources Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

9A Describe functions of the human resources division.
9B Exhibit personal qualities and skills required of employees within the human resources division.
9C Describe specific duties of employees in the human resources division.
9D Perform appropriate tasks according to industry standards.
9E Analyze issues affecting human resources management.
9F Apply available technological innovations to operations within the human resources division.

Chapter Vocabulary

benefits
benefits coordinator
cross-training
discrimination
documentation
ethnic diversity
external recruitment
grievance
human resources division
human resources
internal recruitment
job analysis
layoffs
performance evaluation
performance standards
recruitment
salary
sexual harassment
terminations
turnover rate
wages

RESOURCES

Books

Messmer, M. (1999). *Human Resources Kit for Dummies.* New York, NY: IDG Books.

Pell, A. R., & Schaeffer, J. (2001). *The Complete Idiot's Guide: Human Resource Management.* New York, NY: The Penguin Group.

Woods, R. (1997). *Managing Hospitality Human Resources.* East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

PowerPoint

The Curriculum Center for Family and Consumer Sciences, Texas Tech University.
Multicultural Workplace

Web Sites

BenefitNews.com
www.benefitnews.com

HRZone
www.hrzone.com

Monster
hs.monster.com/articles/legal

National Restaurant Association
www.restaurant.org

Occupational Information Network
www.job-descriptions.info

Small Business Administration Women's Business Center
www.onlinewbc.gov

U.S. Office of Personnel Management
www.opm.gov

Workplace Toolbox
www.workplacetoolbox.com

Ch 10
Welcome

#1 GROUP ACTIVITY

Point out to students that one function of the human resources department is recruitment (page 87 of the Reference Book). Have students bring newspaper want ads from various cities. Allow time in class to survey ads directed toward the hospitality industry. On the board or overhead projector, have students organize the ads into categories of job classifications then assess what type of employee to whom the ad is trying to appeal.

(TEKS 9A, 9D, 9F)

TAKS READING

Key Questions

- In what ways does the ad appeal to potential employees?
- How much information does the ad provide about the employer?
- In what other ways might the human resource department recruit new employees?

#2 SMALL GROUP ACTIVITY/WRITING

Explain to students that one of the duties of the human resources department is writing job descriptions and performance standards for all positions. Divide the class into small groups, and have each select a hospitality job, including the human resources director, and write a job description and a performance standard for each position. Have students refer to Chapter 10 of the Reference Book, or a free tutorial on writing job descriptions can be found at *www.job-descriptions.info/* (registration is required but free).

(TEKS 9A, 9B, 9D)

TAKS WRITING

Key Questions

- What is the purpose of the job?
- What are the tasks and duties of this position?
- What are the priorities and deadlines?
- What resources are available to help in performing the necessary functions of this job?
- What costs are acceptable?
- How does this job relate to other positions?
- What are the measures of success?
- What is exceptional performance?

#3 INTERVIEW/VIDEOTAPE

Using the job description and performance standard developed in Strategy 2 above, divide the class into pairs and have the students act out a mock interview. Have students prepare interview questions appropriate for the position. The following are sources for interview tips:

- *hr.monster.com/articles/legal*
- *www.restaurant.org/business/bb/1999_02.cfm* ("Interviewing Etiquette")

(TEKS 9A, 9B, 9C, 9D, 9F)

TAKS WRITING

Have one student role play the part of the human resources director and the other student the prospective employee. Exchange job descriptions and performance standards with another group, reverse roles within the pairs, and conduct another interview. Videotape the interviews. Bring the students together to critique the interviews from the point of view of the interviewer and the interviewee. Have students write a tip sheet for how to conduct an interview and how to be a successful interviewee.

(TEKS 9A, 9B, 9C, 9D, 9E)

TAKS READING TAKS WRITING TAKS SOCIAL STUDIES

#4 BRAINSTORMING/SMALL GROUP ACTIVITY

Point out to students that it is often the job of the human resources department to handle sensitive personnel situations. Lead students to brainstorm issues that might need to be dealt with, such as employee diversity, grievances, termination, and harassment. After reviewing with students pages 89-90 of the Reference Book, divide the class into groups, and have them research ways to handle these issues. The following are possible sources of information:

- *www.hrzone.com* (click at the bottom on "Articles" which will lead to articles on sexual harassment, diversity, employee retention, and other human resources and personnel information)
- *www.restaurant.org/business/topics_hr.cfm* ("A-Z Topics: Human Resources")
- *www.restaurant.org/legal/topics/cfm* ("A-Z Legal Topics")
- *www.restaurant.org/business/howto* (click on "How To Resolve Employee Conflict" and on "How To Establish an EAPP")
- *www.opm.gov/workplac/* ("Work/Life Programs: Dealing with Workplace Violence")

Key Questions

- What procedures can be set up to help avoid personnel problems?
- What are some ways to deal with problems after they have arisen?
- Considering this part of the duties handled by human resources, what are some qualities to be looked for in human resource personnel?

Have groups develop strategies that can be used to professionally and sensitively address these issues. Have students prepare a visual, itemizing suggestions for handling sensitive issues.

(TEKS 9A, 9B, 9C, 9D, 9E, 9F)

TAKS READING TAKS WRITING

#5 PROJECT

Have students briefly research the components of an employee manual, and then have them decide upon a hotel, restaurant, or resort for which they will write a manual to be used not only in new employee training but also in providing procedure consistency for existing employees. Have students divide the proposed manual into sections, divide the class into a like number of groups, and assign one section to each group. Refer students to the following resources:

- *www.restaurant.org/business/howto/eemanual.cfm* ("How To Write An Employee Manual")
- *www.workplacetoolbox.com* (click on "Free Employee Manual")
- *www.onlinewbc.gov/docs/manage/hrpolicy1.html* (Small Business Association, "The Company Employee Handbook")

After each group has researched its section of the handbook, assist them in writing and compiling their work into one, cohesive employee manual.

#6 SURVEY/GUEST SPEAKER/PROJECT

(TEKS 9A, 9C, 9D, 9E)

TAKS READING TAKS WRITING

Instruct students to survey employed family and friends to learn what benefits are included with their job. If possible, invite an employee benefits specialist to speak to the group. Have students prepare questions prior to the speaker's arrival.

Instruct students to compile information from their surveys and from the guest speaker into a list of the benefits, ranked in order from what they perceive as the most important benefit to the least important benefit. Divide the class into small groups, and have students assemble a benefits package. In addition to page 88 of the Reference Book, the following Internet sites have information on employee benefits:

- *www.onlinewbc.gov/docs/manage/benefits.html* "Employee Benefits More Than Just $$ Anymore"
- *www.benefitnews.com/bene101.cfm* "Welcome to the World of Employee Benefits"
- *www.restaurant.org/research/compensation.cfm* "Compensation for Salaried Personnel in Restaurants"

Have students prepare a visual presentation that itemizes the base pay and the cost of each benefit for various levels of employment. Lead students in a discussion of the difference between "take-home-pay," "gross pay," and "total employee compensation cost."

#7 BROCHURE

(TEKS 9A, 9C, 9D, 9E)

TAKS WRITING

Point out to students that there are numerous federal and state regulations dealing with employment. Have students either research this topic or interview a human resources specialist from their job, the school, or the community. Have students prepare a brochure to be used by a business which outlines the equal employment and affirmative action policies followed by that business. The following are resources that may be referenced: *www.eeoc.gov* (U.S. Equal Employment Opportunity Commission) and *www.hrzone.com/webguide/index.html* (HRZone).

Note: More information on employment regulations can be found in Chapter 30: Regulations, Legislation, and Policy.

#8 VIDEO

(TEKS 9A, 9C, 9E)

After reading pages 89-90 in the Reference Book, have students watch a video, such as the PowerPoint presentation entitled "Multicultural Workplace." Lead students in a discussion of the changes in and benefits of having a multicultural workplace.

Key Questions

- How have the demographics of the workplace changed?
- What are the predictions of how the demographics of the workplace will change?
- What are the benefits of a multicultural workplace?

Key Questions, cont'd.
- How has Title VII impacted the workplace?
- How can miscommunication between people of different cultures be avoided?
- What elements might be included in a diversity law for a hospitality business?

(TEKS 9A, 9B, 9C, 9D, 9E)

TAKS WRITING

#9 CLASS DISCUSSION

Share with students the Chinese proverb, "If you are planning for one year, grow rice. If you are planning for 20 years, grow trees. If you are planning for centuries, grow people." Lead a class discussion on how this quote applies to the role of the human resources department. Have students use this discussion as a basis for a one page essay.

FCCLA ACTIVITES

- FCCLA Career Connection
- Financial Fitness
- Power of One
- STAR Events: Applied Technology; Entrepreneurship; Hospitality; Illustrated Talk; Interpersonal Communications.

Chapter 11

Safety and Emergency Procedures

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1D Evaluate considerations and accommodations for employees and guests with special needs.
1F Describe the impact of technological innovations on the hospitality industry.
2D Evaluate the relationship between employee responses and guest satisfaction.
4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.
11F Analyze the relationship between the security division and front desk operations.
11G Outline procedures for the safety and security of guests and employees.

Chapter Vocabulary

cardiopulmonary resuscitation (CPR)
chaseways
chest thrusts
Class A fire
Class B fire
Class C fire
codes
contingency plans
dressing
emergency meeting locations
evacuate
hazard
Heimlich maneuver
obstructions
Occupational Safety and Health Administration (OSHA)
paramedic
sanitation
shock
workers' compensation insurance

RESOURCES

Video

Yale University - streaming video on the Internet
    www.yale.edu/oehs/stream.htm

Web Sites

Abe's Travel Safety Guide
    www.travel-safety-and-health.com

American Woman Road and Travel
    www.roadandtravel.com

Corporate Travel Safety
    www.corporatetravelsafety.com

eHotelChain.com
    www.ehotelchain.com

HRZone
    www.hrzone.com

Northwestern University Office of Risk Management
    www.northwestern.edu/risk/handbook.htm

Texas Tech University safety and emergency procedures
    www.depts.ttu.edu/ehs/pubshtm.htm

U.S. Department of Homeland Security
    www.fema.gov

U.S. Department of Labor Occupational Safety & Health Administration
    www.osha.gov

U.S. Department of State Bureau of Consular Affairs American Citizens Services
    www.travel.state.gov

Women Travel Tips
    www.womentraveltips.com

WorkCover Corporation
    www.workcover.com

Yale University Office of Environmental Health & Safety
    www.yale.edu/oehs/index.htm

Notes

#1 GROUP PROJECT/WRITTEN ACTIVITY

Have students bring in safety handbooks from various businesses or find some on the Internet at such sites as *www.depts.ttu.edu/ehs/pubshtm.htm* (Texas Tech University Safety and Emergency Procedures), *www.northwestern.edu/risk/handbook.htm* (Northwestern University Office of Risk Management). Review these with the students and list the common essential elements. Working as a group, have students write an outline on the board or on the overhead for a safety and health handbook for a fictional hospitality business. Divide the class into groups, assign each group a section of the handbook, and then allow students to develop their section. When completed, assemble the parts into one comprehensive handbook.

(TEKS 1D, 11F, 11G)

TAKS READING TAKS WRITING

#2 SCENARIO/ORAL REPORT

Read the following to students and have them develop a scenario to solve the problem:

> "A top-of-the-line cruise ship is having problems with security. They have hired you and your staff to assess their security weaknesses and develop a plan to be implemented on the ship to increase safety and security for the employees and passengers. From written security reports, you can tell that guests and employees have experienced theft, vandalism, and harassment. Prepare a report for your new employer that outlines steps that need to be taken to improve safety and security."

Divide the class into small groups, have each group develop the requested report, and have a spokesperson from each group read the report to the class.

(TEKS 1D, 1F, 2D, 4B, 11F, 11G)

#3 GUEST SPEAKER/APPLICATION

Invite an insurance agent who specialized in business coverage to speak to the class about the insurance needed to cover the safety issues brought up in Chapter 11 of the Reference Book. Have the agent explain the types of coverage usually needed by hospitality businesses, such as property, workers' compensation, multi-peril, key-man. Afterward, have students prepare an application for coverage including the types of insurance needed and the suggested amount of the policy.

(TEKS 4B)

TAKS READING TAKS WRITING

#4 INTERVIEW

Instruct students to interview managers of various establishments connected to the hospitality industry about safety practices that must be followed because of government regulations, codes, or standards. Have students summarize their findings and turn in written reports.

Key Questions

- Do you think the government should be able to mandate regulations, codes, and standards?
- Why is it necessary for the government to enforce regulations, codes, and standards?
- What might happen if regulations, codes, and standards did not exist?

(TEKS 1D, 1F, 4B, 11F, 11G)

TAKS WRITING

Key Questions, cont'd.

- How do government regulations, codes, and standards improve the hospitality industry?
- Are there any items you think should be added to existing regulations, codes, or standards?

(TEKS 1F, 11F, 11G)

TAKS WRITING

#5 BRAINSTORMING/GRAPHIC ORGANIZER

Instruct students to brainstorm ideas on how technology has affected security and safety procedures in the hospitality industry and predict what new systems might be introduced in the future. On the board or on an overhead, make three columns. Label them "Good Ol' Days," "New and Improved Today," and "Even Better Tomorrow." Items the students might suggest are security cameras, walkie-talkies, keyless entry rooms, and personnel background checks.

(TEKS 1D, 1F, 4B, 11G)

TAKS WRITING

#6 INTERNET ACTIVITY

Instruct students to read in the Reference Book pages 95-97, Job-related Accidents, and Table 11.1, Accident Prevention. Have the class do the following on-line lesson: *www.workcover.com* (click on "Learning" then click on "Solve the Hazards...Supermarket, Kitchen" and "Hunt the Hazards"). After completing the lessons, have students work as a group to summarize on the board, overhead, or computer display what they have learned.

(TEKS 1D, 2D, 11F, 11G)

TAKS READING

#7 RESEARCH/ROLE PLAY

Explain to students that they are to play the role of a magazine advice columnist in a travel magazine. This month's topic is on safety tips for travelers. On a sheet of paper, have students write safety questions from a variety of people–men, women, families, old, young, vacationers, business travelers–to be sent in to the magazine. Fold the pieces of paper, place in a bowl, and then have each student draw one question and research in publications or on the Internet for answers. The following Internet sites have travel safety information:

- American Woman Road and Travel
  www.roadandtravel.com/traveladvice/hotelsafety.htm
- Women Travel Tips
  www.womentraveltips.com
- Corporate Travel Safety
  www.corporatetravelsafety.com
- U.S. Department of State Bureau of Consular Affairs American Citizens Services
  www.travel.state.gov/travel_warnings.html
- Abe's Travel Safety Guide
  www.travel-safety-and-health.com
- eHotelChain.com (Traveler's Safety Tips)
  www.ehotelchain.com/info/safety.php
- U.S. Department of Homeland Security (A Guide to Citizen Preparedness)
  www.fema.gov/areyouready/

After students have conducted research to answer their questions, have one member of the group play the role of the questioner and one student play the role of the advice columnist. Have each group present their answers to the entire class.

#8 GRAPHIC ORGANIZER/BROCHURE

Distribute Teaching Aid 43, ***SAFE It***, and have the students assess safety risks in the hospitality industry. Lead students to consider all the safety issues addressed in Chapter 11 of the Reference Book, such as all types of fires; property damage, such as slippery floors and exposed wires; bad weather, such as tornadoes and floods; and all types of medical emergencies. For each safety hazard, have students identify ways to see, assess, fix, and evaluate the problem using the S.A.F.E. acronym. Divide the class into groups, allow each group to choose a safety hazard, and have each develop a safety brochure illustrating how to "See, Assess, Fix, and Evaluate" the problem.

(TEKS 1D, 4B, 11G)

TA 43 SAFE It

TAKS WRITING

#9 FIELD TRIP

Review with students the information on fire emergencies on pages 97-106 and Figure 11.1 in the Reference Book. Arrange a trip to the fire station, or invite someone from the fire department to speak to the class. Distribute Teaching Aid 44, ***Fire Safety Notes***. Have students prepare questions in advance of the trip so that during the visit with the fire department, they will be able to fill out the form. Request that the fireperson demonstrate the correct use of a fire extinguisher. Distribute Teaching Aid 45, ***PASS the Fire***, to give students an easy way to remember how to operate the extinguisher. After hearing the fireperson's presentation, lead the class in a discussion of how the information in Teaching Aid 44, ***Fire Safety Notes***, will apply to the hospitality industry.

(TEKS 1D, 2D, 4B, 11F, 11G)

TA 44 Fire Safety Notes

TA 45 PASS the Fire

TAKS WRITING

#10 TRAINING

Ask the local fire department, paramedics, or Red Cross to give CPR training and first aid training to the class. Review with students pages 101 and 109-115 of the Reference Book in preparation for the training. Have students take the test to become certified.

(TEKS 1D, 1F, 4B, 11G)

#11 FIELD EXPERIENCE

Point out to students that the information in Chapter 11 will help them prepare for numerous types of emergencies. As the next step in their training, instruct students to request that they be able to participate in fire or disaster drills at their assigned hotel or restaurant.

(TEKS 11F, 11G)

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Power of One: Working on Working
- STAR Events: Applied Technology; Illustrated Talk

Chapter 12

Marketing and Public Relations

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

8A Describe roles and responsibilities of the departments within the sales and marketing divisions.
8B Display personal qualities and skills required of employees within each department.
8C Describe specific duties of employees in various departments.
8D Perform appropriate tasks according to industry standards.
8E Compare various marketing methods utilized in the hospitality industry.
8F Apply technological innovations to facilitate sales and marketing division operations.

Chapter Vocabulary

action plan
advertising
feeder cities
market
market analyst
marketing mix
positioning
product
promotion
public relations
publicity
sales blitz
sales call

RESOURCES

Books

Hiam, A. (1997). *Marketing for Dummies.* Hoboken, NJ: John Wylie & Sons, Inc.

Lodging Management Program: Year Two. (2000). East Lansing, MI: Educational Institute of American Hotel & Lodging Association.

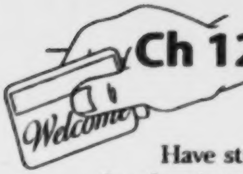
White, S. (1997). *The Complete Idiot's Guide to Marketing Basics.* New York, NY: Penguin Group.

Yaverbaum, E., & McGuire, H. (2001). *Public Relations Kit for Dummies.* Hoboken, NJ: John Wylie & Sons, Inc.

Web Sites

MeetingsNet
www.meetingsnet.com

National Restaurant Association
www.restaurant.org



#1 GRAPHIC ORGANIZER/VISUAL DISPLAY

Have students define target market and market segment. Divide the class into triads, and give each group two copies of Teaching Aid 46, ***Target Market Analysis***. Instruct each group to expand the web diagram illustrating the different market segments that hospitality establishments serve and the needs and expectations of these potential customers. Have students complete one web with a hotel and one web with a restaurant in mind. Students may limit their target market to a certain geographic location if they choose. After completion, ask a spokesperson from each group to copy the web diagram on butcher paper. Lead a class discussion on each group's ideas and how an understanding of market segments can impact the success of a hospitality establishment. **Note**: Target market is all potential customers. Market segments are smaller subgroups of consumers who share common characteristics, such as needs and expectations, geographic location, age, income levels, etc.

Notes

(TEKS 8A, 8E)

TA 46 Target Market Analysis

TAKS WRITING

#2 CLASS DISCUSSION/GRAPHIC ORGANIZER

Point out to students that one market segment deals with meetings and is referred to as SMERF. It is composed of social, military, educational, religious, and fraternal groups, and is often such a large part of a hotel or resort's business that much time and attention of a marketing department is devoted to it. Lead a class discussion on the specific needs of these groups. Using Teaching Aid 46, ***Target Market Analysis***, or a graphic organizer of the students' design, analyze the needs and expectations of this specific segment.

(TEKS 8A, 8E)

TA 46 Target Market Analysis

#3 SMALL GROUP RESEARCH

Divide the class into small groups and using the Internet or the library, have students research the target markets for various hotels, motels, restaurants, or resorts. Possible businesses to research are Motel 6, Holiday Inn, Hilton Inn, Omni Hotels, Club-Med Resorts, McDonalds, and Outback Steakhouse. Assign students to write a one paragraph summary for their chosen business describing the company's target market, the demographic information, and marketing campaigns used by that business.

(TEKS 8A, 8E, 8F)

TAKS WRITING

#4 CLASS DISCUSSION

Have students collect and bring to class advertisements in newspapers, magazines, brochures, and yellow pages for hospitality businesses. Lead the class in a discussion and evaluation of each.

Key Questions

- What business is being advertised?
- What are some key words used in this ad?
- What market is this advertisement targeting?
- Who is the intended audience (demographics)?
- Why did the business choose this venue in which to advertise?
- What goods or services are offered?
- What are the goals of the advertisement?

(TEKS 8E, 8F)

TAKS READING

(TEKS 8E, 8F)

#5 GROUP ACTIVITY

Explain to the class that one of the goals of some marketing strategies is to have an identifiable slogan or logo for the business, referred to as positioning. On page 118 of the Reference Book, examples are given of how Red Lobster "brings out the seafood lover in you" and how Motel 6 "always leaves the light on." Divide the class into two teams. Allow time for the teams to work separately to come up with as many examples of positioning as possible. Have a competition between the two groups for which one can come up with the most examples. Take turns between each group, giving one example per turn. Have a student write down the examples on butcher paper or art paper. Once an example has been used, it cannot be used again. The group that comes up with the most examples wins the "First Day Contest." Encourage students to bring to class more examples in order to continue the competition. The group that comes up with the most examples overall wins the "Grand Prize."

(TEKS 8A, 8B)

TAKS WRITING

#6 TIMELINE

Point out to students that marketing campaigns are ongoing concerns and take much time to develop and implement. Refer students to Figure 12.2 on page 119 of the Reference Book. Have the students brainstorm as a group the amount of time they believe it would take to plan, develop, and implement components of a marketing campaign. Divide the class into smaller groups, and have each group construct a timeline to be followed by a marketing department for a hypothetical marketing plan. Have students display and compare their timelines.

(TEKS 8B, 8D, 8E, 8F)

#7 VIDEOTAPE

Divide the class into groups of three or four, and have each group select a hospitality business for which they produce a television commercial. Appoint one student in each group to be in charge of filming the commercial. Encourage students to make the commercial as realistic as possible. Have students refer to pages 118-121 of the Reference Book for background information targeting their chosen market.

Key Questions

- Who is the intended audience?
- Upon what aspect of the business is the focus?
- What techniques are being used to appeal to the target audience?
- In what ways is this commercial effective?
- In what one way could this commercial have been more effective?

After completion, have the entire class view and evaluate the commercials.

(TEKS 8A, 8D, 8E, 8F)

#8 VIDEOTAPE

Have students role play the position of sales representative. Using the business selected for Strategy 7 or a new business, have each student make a sales call and present the hotel or restaurant as the best place for the business' convention or banquet. Information on sales calls is on page 120 of the Reference Book. Videotape the sales call, play back, and have the class critique the student's style and approach.

#9 INTERVIEW

(TEKS 8B, 8E)

TAKS WRITING

Assign the section on public relations on pages 122-123 of the Reference Book for students to read. Have students interview the manager or owner of a hospitality facility to obtain information about methods used by that business for improving public relations.

Key Questions

- Has your hospitality operation ever been mentioned in the newspaper or by other media that resulted in positive public awareness or support?
- What were the resulting advantages to your facility?
- Has your operation ever been mentioned with a result of negative public awareness?
- What were the disadvantages to your facility?
- What methods would you use to counteract negative public awareness?
- What do you do to develop positive public relations?

Have students compile the results of their interviews into a guideline for improving public relations.

#10 SCENARIO

(TEKS 8A, 8D)

TAKS WRITING

Building on the information obtained in the previous strategy, divide the class into an even number of groups and pair up. Have each group develop at least two scenarios that could develop into public relation problems. Taking turns, one of the pair will present the problem with the other group devising a public relation strategy to solve or lessen the problem. Alternate turns until all scenarios have been addressed. Bring the groups back together, and have them compile successful public relation strategies into a public relations manual.

#11 FIELD TRIP

(TEKS 8A, 8C, 8F)

TAKS WRITING

After covering the sections on marketing and public relations (pages 118-123 of the Reference Book), explain to students that many hospitality businesses are not large enough to justify having their own in-house marketing, advertising, and public relations department; consequently, they contract with an independent company for these services. Contact a local company that specializes in marketing, marketing analysis, marketing research, or advertising, and arrange a field trip. Lead students in preparing questions in advance. If allowed, select one student to video the trip. After the trip, have students prepare a bulleted report that itemizes the tasks performed by this business.

(TEKS 8A, 8B, 8E)

TAKS WRITING

#12 PROJECT

Review the section on special promotions in the Reference Book, pages 124-125. Divide the class into small groups, and have each group develop a special promotion project for a hotel or resort, such as a Valentine's Day package or a weekend golf package. Have students assemble an appropriate package for the special promotion, and, using a computer graphics program, compose a quarter-page ad for the newspaper.

Key points to consider:

- purpose – What is the purpose of the special promotion?
- product – What will be offered?
- people – Whom are you trying to reach?
- price – What will be the price range?

(TEKS 8C, 8D)

TAKS READING

#13 RESEARCH/ROLE PLAY

Remind students that in Chapter 10 of the Reference Book (page 87), they learned that one of the functions of the human resource department is employee training. Have students research ways employees can be marketing and publicity assets. The following are possible sources:

- *www.restaurant.org/business/howto/index.cfm* (click on "Teaching servers how to sell," and "How to get publicity for your restaurant")
- *www.restaurant.org/business* (click on "A-Z Topics," then click on "Marketing and Promotion")
- Yaverbaum, E., & McGuire, H. (2001). *Public Relations Kit for Dummies.* Hoboken, NJ: John Wylie & Sons, Inc.

Have students role play the part of a human resource department trainer in charge of showing employees how they can be a marketing asset to the business. Taking turns, give each student an opportunity to present one segment of the training.

(TEKS 8A, 8B, 8C, 8D, 8E, 8F)

TA 42 S.W.O.T. Analysis

#14 PROJECT

Have students locate a local business that will allow them to develop a marketing plan. Allow students to organize the work and assign duties, making sure that four areas are covered.

1. analyze the business' customer database
2. develop a SWOT analysis for the business (see Teaching Aid 42, *S.W.O.T. Analysis*)
3. present advertising strategies
4. present mock-up of actual advertisements (billboard, logo, radio or television commercial)

Have students package this in a professional portfolio and present it to the volunteering business.

FCCLA ACTIVITIES

- Dynamic Leadership
- Power of One: Working on Working
- STAR Events: Focus on Children; Hospitality; Illustrated Talk

Chapter 13

The Importance of Quality Service

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

2A Identify service as a strategic component of an employee's behavior in the hospitality industry.

2B Analyze service methods that fulfill needs of guests and customers.

2C Demonstrate types of service required of "front of the house" and "back of the house" employees.

2D Evaluate the relationship between employee responses and guest satisfaction.

2E Assess quality service in various work roles.

2F Utilize strategies for complaint resolution.

15G Evaluate criteria affecting quality of service.

Chapter Vocabulary

- empathy
- empowerment
- front-line employees
- guest
- guestology
- Maslow's Hierarchy of Needs
- service
- word of mouth advertising

RESOURCES

Books

Blanchard, K., Bowles, S., & Bowles, S. M. (1993). *Raving Fans: A Revolutionary Approach to Customer Service.* New York, NY: Morrow, William & Co.

Carlow, P., & Deming, V. K. (1998). *The Big Book of Customer Service Training Games: Quick, Fun Activities for Training Customer Service Reps, Salespeople, and Anyone Else Who Deals with Customers.* Ontario, Canada: McGraw-Hill Trade.

Karr, R., Blohowiak, D., & Albright, S. (1997). *The Complete Idiot's Guide to Great Customer Service.* New York, NY: The Penguin Group.

Leland, K., & Bailey, K. (1999). *Customer Service for Dummies.* Hoboken, NJ: John Wiley & Sons, Inc.

Lennon, G. (2001). *High Powered Customer Service Training Activities: 26 Fast-Moving Training Ideas for Customer Service Trainers and Managers.* NSW: Allen & Unwin Pty., Limited.

Reynolds, J. S. (2004). *Hospitality Service: Food & Lodging.* Tinley Park, IL: Goodheart-Willcox.

Spector, R. (2000). *The Lessons from the Nordstrom Way: How Companies Are Emulating the #1 Customer Service Company.* Hoboken, NJ: John Wiley & Sons, Inc.

Sullivan, J. (1999). *Mind Your Own Business: People, Performance, Profits.* New York, NY: Lebhar-Friedman Books.

PowerPoint

The Curriculum Center for Family and Consumer Sciences, Texas Tech University.
Customer Satisfaction

Web Sites

Hospitality Services Association
www.hsatraining.com

University of California Los Angeles student employee manual
www.uclastore.ucla.edu/studentjobs/policies.html

Notes

#1 INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Furnish or have students collect comment cards from hotels and restaurants and sort the data into types of information that management is requesting. Lead students in a discussion of why it is important for management to get these customer comments. Have students brainstorm other ways management can solicit comments about service.

(TEKS 2E, 15G)

#2 INTERVIEW/CASE STUDY

After reading with students Who Is Responsible for Service? in the Reference Book, pages 128-129, have students choose a work role they would like to investigate (e.g., front desk agent, concierge, bell captain, reservation agent, executive housekeeper, wait staff, or sales manager). Have students arrange to interview industry personnel working in the respective work roles to gather information related to quality service techniques and opportunities they have for providing quality service in their work roles.

(TEKS 2A, 2B, 2C, 15G)

TAKS WRITING

Key Questions

- Why is customer service important?
- In what ways do you provide good customer service?
- In your position, what are areas you can identify as places where service can be improved?
- How do guests benefit from quality service?
- How does the lodging property or restaurant benefit by providing quality service?
- What types of training is necessary to assure that quality service standards are being followed by all personnel?
- What training has been offered to you?

Given the work role they have chosen, have students write a case study describing the employee's opportunities for providing quality service to guests. Have students share their case studies with the class.

#3 VISUAL DISPLAY

After reviewing Basic Needs of Guests on pages 130-133 of the Reference Book, have pairs of students work together to create a visual display illustrating ways in which lodging operations fulfill guests' needs at different levels. Provide one large triangular shaped poster board for each team. Instruct teams to divide the triangle into five sections (use figure 13.3 on page 131 of the Reference Book as a guide). Each section represents one level of Maslow's needs. Have students cut out pictures from magazines that symbolize guests' needs and glue the pictures on the appropriate need level of the triangle. Have each team present and explain their visual display to the class. Display visuals in the classroom.

(TEKS 2B, 2D)

TAKS SOCIAL STUDIES

#4 GRAPHIC ORGANIZER

Assign students to read pages 130-133 on Basic Needs of Guests. Distribute Teaching Aid 47, ***Travelers' Needs***. Divide the class into groups. Have

(TEKS 2B, 2E, 15G)

TA 47 Travelers' Needs

TAKS WRITING

them discuss, and then fill out the table according to how hotels cater to the needs of business and leisure travelers in reference to the following concepts: (a) resorts, (b) airport hotels, and (c) local motels. Have groups share answers with each other.

(TEKS 2B, 2C, 2D, 2F)

TAKS WRITING

#5 ROLE PLAY

Explain to students that often the first contact with a guest is over the phone. Have students survey hospitality businesses to learn individual preferences on how to answer the phone. Have students role play a telephone conversation with a partner, taking turns being the challenging customer or the employee. If possible, videotape and later view the role play. Examples of conversations might be if the guest can't decide on the day or time of arrival, can't decide on length of stay, can't decide what to order from the menu, complains about another hotel, complains about your hotel, or mumbles. Have students write down suggestions for handling phone calls in a professional and courteous manner and share these with the class. **Note:** Chapter 19, Strategy 6, has a similar activity.

(TEKS 2F)

TAKS WRITING

#6 RESEARCH/WRITING

Explain to students that in Chapter 10 of the Reference Book, they learned about the roles performed by the Human Resource Department. One of these roles is training, and often part of employee training is to have a consistent method for the handling of complaints. Have students refer to the Reference Book pages 133-136 along with Figure 13.5, Steps to Complaint Resolution. Students can also refer to other businesses' employee manuals and ones on the Internet, such as the one at *www.uclastore.ucla.edu/studentjobs/employman.pdf* (scroll down to the section on customer service on page 13). Training sites, such as the one for Hospitality Services Association *www.hsatraining.com*, may also have information about handling customer complaints. Divide the class into small groups, and have them prepare a chapter in an employee manual entitled, "How To Deal With Customer Complaints." Allow groups to share their chapters with other groups.

(TEKS 2A, 2B, 2D, 2E, 15G)

TA 48 Worst Case/ Best Case Scenario

#7 SCENARIOS

Have students refer to the Reference Book pages 133-136 along with Figure 13.5, Steps to Complaint Resolution. Distribute Teaching Aid 48, ***Worst Case/Best Case Scenario***. Have students brainstorm other possible problems that could be faced in the hospitality industry (several examples are given in the TA) or survey how local businesses deal with complaints. Divide the class into small groups and have each develop a best case and a worst case scenario for handling each problem. Allow each group to act out their favorite scenario.

(TEKS 2A, 2D, 2F, 15G)

#8 SCENARIOS

Have one student draw the face of a clock on the board or overhead and be the time keeper. Explain to the class that they will be able to time travel today. When they travel to the past, whatever they do will affect the future. Divide the class into groups of three or four. Have groups develop scenarios of poor service at a hotel or restaurant, and have one group at a time act out their scenario in front of the class. At the end of a scenario, have the time keeper turn or redraw the hands of the clock to an earlier time in the day. The group should then be able to alter the future. What would they do to prevent the poor service that will happen in the future? Allow each group to act out the "after" and the "before." Point out to students that this time travel game demonstrates that prevention before a problem is preferable to a solution after the problem.

#9 SITCOM

(TEKS 2F)

With caution, have students give the definition of the terms "non-verbal communication" and "body language" and then research to find appropriate examples of each. Lead a class discussion on how employees in the hospitality industry can possibly prevent conflict by noticing their own and customers' body language. Lead a class discussion on the importance of good communication techniques for complaint resolution and guest/customer service.

Key Questions

- How can noticing body language help prevent customer/guest complaints?
- What are some positive reactions employees can have when they notice negative body language signs in guests?
- What body language should employees be cautious of in themselves?

Divide the class into groups, and have each group compose skits for a sitcom that depict a hospitality employee responding to guests'/customers' body language.

#10 RESEARCH/WRITTEN ACTIVITY

(TEKS 2A, 2D, 2E, 15G)

TAKS WRITING

Point out to students that quality service is important in all industries, not just hospitality, and because of this, many books and articles have been written on this subject. Have students read an article or skim a book and then compose a bulleted list entitled, "Ten Ways to Improve Customer Service." The following books are good resources:

- *Raving Fans: A Revolutionary Approach to Customer Service*
- *The Big Book of Customer Service Training Games: Quick, Fun Activities for Training Customer Service Reps, Salespeople, and Anyone Else Who Deals with Customers*
- *Customer Service for Dummies*
- *The Complete Idiot's Guide to Great Customer Service*
- *The Lessons from the Nordstrom Way: How Companies Are Emulating the #1 Customer Service Company*
- *High Powered Customer Service Training Activities: 26 Fast-Moving Training Ideas for Customer Service Trainers and Managers*

Have students use a word-processing program to compose their list, and then have them share their lists with one another.

#11 VIDEOTAPE/POWERPOINT

(TEKS 2A, 2B, 2C, 2D, 2E, 2F, 15G)

Have students view a videotape or PowerPoint presentation, such as *Customer Satisfaction*. Lead the class in a discussion of how to achieve customer satisfaction.

Key Question

- How does a business meet the physical and psychological needs of customers?
- What are suggestions for handling and resolving complaints?
- How can a business maintain employee morale?
- How can a business develop quality assurance?

FCCLA ACTIVITIES

- Dynamic Leadership
- Leaders at Work: Hospitality, Tourism and Recreation
- Power of One: Working on Working; A Better You
- STAR Events: Focus on Children; Hospitality; Illustrated Talk

Chapter 14

Types of Lodging Operations

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1B Explain the complexity and diversity of the current hospitality industry.

3A Describe various types of hospitality operations.

6A Explain classifications of lodging properties by affiliation, levels of service, ownership, size, and target market.

6E Differentiate revenue centers and support centers in lodging operations.

8E Compare various marketing methods utilized in the hospitality industry

Chapter Vocabulary

- all-suite hotels
- bed and breakfast homes
- bed and breakfast inns
- commercial hotels
- condominium hotels
- conference centers
- extended stay hotels
- hotels
- institutional housing
- luxury hotel
- motels
- motor hotels/motor inns
- parking valets
- residential hotels
- resort/gaming hotels
- revenue
- revenue center
- support centers

RESOURCES

Agencies and Organizations

American Hotel & Lodging Association
www.ahla.com

American Resort Development Association
www.arda.org

Periodicals

The Cornell Hotel and Restaurant Administration Quarterly

Hotelier

Lodging Hospitality

Lodging Magazine

Web Sites

Hospitality Net
www.hospitalitynet.org

Hotel Technology
www.htng.org

Open Travel Alliance
www.opentravel.org

Ch 14

#1 INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Have students go through telephone directories and identify types of lodging establishments as shown on Table 14.1, page 141, of the Reference Book. Lead students to create a class visual display of the different lodging establishments. For a more complete visual display, provide telephone directories from several large communities, and have students find lodging establishments using the Internet.

Notes

(TEKS 1B, 3A, 6A)

#2 INDIVIDUAL ACTIVITY

Provide students with magazines, catalogs, and newspapers that have lodging establishments' advertisements. The Internet is also a source for lodging advertisements. Direct students to find any advertisements concerning lodging and to cut and mount the advertisements on colored paper. Have students combine their mounted advertisements into a collage on a bulletin board. During the course, direct students to add to the collage as they find new lodging advertisements.

(TEKS 1B, 3A)

#3 INTERVIEW/ORAL PRESENTATION

Lead students to differentiate between revenue centers and support centers in a lodging business, referring to page 140 of the Reference Book.

Lead students to develop interview questions about the different revenue and support centers within a local lodging establishment. Direct students to visit a lodging establishment to interview management personnel and to collect available brochures and price schedules. Have students orally present the information about the lodging establishment to the class.

(TEKS 1B, 3A, 6A, 6E)

#4 INTERNET SEARCH/WRITTEN EXERCISE

Direct students to use the Internet to find room rates of three lodging establishments for weekends and weekdays and print the room rates of the different establishments. Have students call these same lodging establishments for room rates on comparable days. Have students then compare the rates and analyze differences, noting differences in the weekday versus the weekend rates and Internet versus phone rates. Have students write an analysis and explanation of the differences in the room rates for the different establishments.

(TEKS 8E)

TAKS WRITING

TAKS SOCIAL STUDIES

#5 EDUCATIONAL TOUR/WRITTEN EXERCISE

Arrange for the students to take a tour of a bed and breakfast and of a different type of lodging establishment. Provide students with copies of Teaching Aid 49, ***Venn Diagram***, to note similarities and differences in the two lodging establishments. Have students write a comparison paper on the different types of clientele the two establishments draw based on the similarities and differences in the two establishments.

(TEKS 3A, 6A, 6E)

TA 49 Venn Diagram

TAKS WRITING

(TEKS 1B)

TA 50a-b Brochure Assessment

TAKS READING

#6 EDUCATIONAL TOUR

Arrange for the students to take a tour of a tourist bureau. Ask the tour guide to talk about his or her career duties and the free resources that are available for planning a trip. Instruct students to prepare an informational brochure on the tourist bureau and services that facilitate selecting lodging to meet the needs of individuals, families, and organizations. Provide students with copies of Teaching Aids 50a-b, ***Brochure Assessment***, to aid them in preparing their brochures. **Note**: If an actual tour is not feasible, have students conduct "virtual tours" of tourist bureau Web sites to complete the activity. All states have a tourism office and usually a Web site. Have students compare states' tourist bureaus.

(TEKS 3A, 6A)

TAKS WRITING

#7 GROUP ACTIVITY/PROJECT

Divide the class into small groups. Direct students to find the toll free numbers for two lodging establishments. Have students prepare a script, call, and ask for the Sales and Marketing Director. Instruct students to explain to the director that they are enrolled in Hospitality Services occupational course. Instruct students to ask for a promotional video of the lodging establishment to be mailed to the class using the school's address. As an alternative, have students research on the Internet.
When the information has been collected, have students prepare a professional report for the class, covering the following information:

- Name of the lodging establishment
- Available occupancy
- Service centers available
- Revenue centers available
- Local attractions available to the lodging facility
- Pricing schedules
- Additional information provided by the video

Have students present their professional report to the class. Lead a class discussion on the different types of lodging establishments presented.

Key Questions

- What types of lodging establishments provide the most support and revenue centers?
- What types of lodging establishments cost the most? the least?
- What types of lodging establishments would be the easiest to manage? the hardest? Why?
- What types of lodging establishments have the most number of employees?
- What types of lodging establishments would accommodate a family of four on vacation? a business seminar? a single business traveler?
- Why are there so many different types of lodging establishments?

Have students select one establishment they would prefer to manage and write a persuasive paper on the benefits of working at that establishment.

#8 OUTLINE/CLASS DISCUSSION

Have students outline the types of lodging establishments in Chapter 14 of the Reference Book. Lead a class discussion on the classifications of lodging establishments.

(TEKS 1B, 3A, 6A)

Key Questions

- How are lodging establishments classified?
- Why are lodging establishments classified?
- How do lodging establishments select their name?
- How and why do maintenance and housekeeping tasks differ for the various types of lodging establishments?

#9 INTERVIEW

Instruct students to visit and interview two people at a lodging establishment. One person interviewed should be employed in a support center and the other person in a revenue center of the establishment. Have students generate questions prior to the interviews. Direct students to write an essay contrasting the duties of each center.

(TEKS 6E)

TAKS
WRITING

FCCLA ACTIVITIES

- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Events: Applied Technology; Illustrated Talk

Chapter 15

Market Segments

Chapter Focus

The following essential knowledge and skills are discussed in this chapter:

- 1B Explain the complexity and diversity of the current hospitality industry.
- 5A Describe various types of hospitality operations.
- 6B Describe types of lodging properties based on market segments.
- 6C Describe the market price level classification of lodging properties.
- 6D Summarize the goals and mission of various lodging organizations.
- 6F Analyze the relationship of multicultural awareness to target markets and guest services.

Chapter Vocabulary

benefit segments
budget/economy
convention
demographic segments
first-class
geographic segments
incentive groups
lifestyle segments
luxury
mid-scale motor hotels
multicultural
multilingual
product usage segments
tour groups

RESOURCES

Books

Kaser, K. (1999). *Hotel Management Instructional Planning Guide.* Austin, TX: The University of Texas at Austin.

Lewis, R. C., & Chambers, R. E. (2000). *Marketing Leadership in Hospitality Foundations & Practice* (3rd ed.). New York, NY: John Wiley & Sons, Inc.

Upchurch, R. S. (1995). *Career Competencies in Marketing Series: Hospitality Marketing: Lodging.* Mission Hills, CA: Glencoe, McGraw-Hill.

#1 CLASS DISCUSSION

Assign students to read Chapter 15 in the Reference Book. Lead a class discussion on how lodging properties use information on market segments to plan and build new businesses and market their establishments to customers. As an alternative to individualize the strategy, have each student answer the key questions in writing.

Key Questions

- What are market segments?
- Why is it beneficial to hospitality establishments to categorize consumers into smaller market segments?
- What are examples of practices for accommodating multicultural guests? Why is this important?
- In your community, what types of multicultural accommodations might be offered by lodging establishments?
- What information characterizes each of the following types of market segmentation: demographic segments, geographic segments, product usage segments, benefit segments, and lifestyles segments?
- What are three common market segments served by hotels?
- What are four levels of price classifications cited in the Reference Book?
- How do lodging establishments within various price classifications differ?

Notes

(TEKS 1B, 3A, 6B, 6F)

TAKS WRITING

#2 GUEST SPEAKER

Invite a representative from a local travel agency to visit with the class about the different marketing segments and how they cater to the different segments. Ask the agent to comment on the following:

- What market segments does the travel agency generally serve?
- What information do they need to know about their customers before they can help them in selecting a lodging establishment?
- What types of lodging establishments do most of their customers use?
- What types of trips are more often planned (i.e., leisure or business, weekend or vacation)?
- What information do travel agents usually have about a lodging facility, and what are the standards a lodging establisment must meet prior to recommending it?

Provide students with copies of Teaching Aid 36, ***Speaker Report Summary***, to use in outlining the major points covered by the guest speaker.

(TEKS 1B, 3A, 6F)

TA 36 Speaker Report Summary

#3 INDIVIDUAL ACTIVITY

Direct students to use the visual display created in Strategy 1, Chapter 14, for the different types of lodging establishments. Instruct students to select three different market segments and choose as many different lodging establishments for each segment as possible. Have students present and justify their selections for each market segment.

(TEKS 3A, 6B, 6C, 6D, 6F)

(TEKS 1B, 3A, 6B, 6C, 6F)

#4 GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into groups. Have each group select a market segment. Direct groups to research the selected market segment. Have groups use catalogs, magazines, newspapers, Internet, and other current lodging establishment information to find advertisements directed at their selected market segment. Lead groups to look for common trends in the advertisements. Have the groups create visual displays for the selected market segment describing the needs and wants of the segment members and the ways lodging establishments are trying to meet those needs and wants. Have the students present their visual displays to the class.

(TEKS 1B, 3A, 6B, 6C, 6D, 6F)

#5 EDUCATIONAL TOUR

Arrange for the students to take an educational tour of a lodging establishment. Ask the guide to provide the following information:

- What percentages of your guests are traveling for pleasure? for business?
- What are the busiest times of the year?
- What facilities and services are offered?
- What changes, if any have been made to attract guests in the past ten years?
- What are the goals and mission of this establishment?
- How do multiculturalism and cultural diversity affect your establishment?

(TEKS 1B, 3A, 6B, 6C, 6F)

#6 INTERVIEW

Direct students to interview three friends or relatives that are 55 years old or older about lodging accommodations they have used. Direct students to ask about the types of lodging they have used at different stages in their lives. Have students prepare their questions in advance.

(TEKS 1B, 3A, 6B, 6C, 6D, 6F)

TA 51 Special Campaign

TA 50a-b Brochure Assessment

#7 GROUP ACTIVITY/BROCHURE

Divide the class into groups. Assign each group a different market segment (i.e., business traveler, family of four with very young children, just married couple, retired single woman or man, large industry seminar, small business convention). Instruct each group to design a promotional brochure to promote the lodging establishment described on Teaching Aid 51, ***Special Campaign***.

Provide copies of Teaching Aids 50a-b, ***Brochure Assessment***, to students to aid them in planning and designing their brochures and to aid in the grading of the brochures.

Invite a lodging establishment advertising executive to evaluate the students' campaigns and provide insight on promotional campaigns.

#8 INDIVIDUAL ACTIVITY

Instruct students to write an essay on what they would do to update a lodging facility that had become outdated. What major changes would need to be made to attract various market segments? What amenities would need to be added to attract today's travelers? Have students select a market segment, such as one of the following, to help in updating decisions:

- Business women
- Senior citizens
- Couples without children
- SMERF - social, military, education, religious, and fraternal organizations

(TEKS 1B, 3A, 6B, 6C, 6F)

TAKS WRITING

FCCLA ACTIVITIES

- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Event: Hospitality

FCCLA

Chapter 16

The Accounting Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

10A Describe functions of the accounting division.

10B Exhibit personal qualities and skills required of employees within the accounting division.

10C Describe specific duties of employees in the accounting division.

10D Perform appropriate tasks according to industry standards.

10E Analyze the relationship between the front office and the accounting division.

10F Apply available technological innovations to operations within the accounting division.

Chapter Vocabulary

- accounting department
- accounts payable
- accounts receivable
- auditor
- city ledger
- controller
- credit department
- credit manager
- direct billing
- folio
- house ledger
- paymaster
- payroll department
- posting
- transactions

RESOURCES

Agency and Organization

Carriage House Inn

Book

Lodging Management Program: Year One. (1999). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Videotapes

Teachers Video Company *www.teachersvideo.com*
Standard Deviants School - Basic Accounting I
Standard Deviants School - Accounting 4 - Income Statements
Business Basics: Accounting Equation
Business Basics: Profit & Loss Statement

Web Sites

Hospitality Financial and Technology Professionals
www.hftp.org

Hospitality Net
www.hospitalitynet.org

Hotel Technology
www.htng.org

Ch 16

Notes

#1 PRESENTATION

Assign students to read Chapter 16 in the Reference Book. Lead students to create a PowerPoint or other presentation that summarizes functions of the accounting and credit departments and specific duties of various positions within each department. Have students include a flow chart of how the accounting division might be structured, based on positions discussed in the text.

(TEKS 10A, 10C, 10E)

TAKS WRITING

#2 GUEST SPEAKER

Invite a controller from a lodging establishment to speak to the class about the responsibilities and functions of the accounting department. Have students prepare questions prior to the visit. Examples of questions include the following:

- What personal qualities and skills are required of employees within the accounting department?
- Describe the specific duties and tasks expected.
- What is the relationship between the front office and the accounting department?
- What financial information does the controller prepare?
- What are the reports based on?
- What are the reports used for?
- To whom do you report?
- What type of current technology is being utilized in the accounting department?

Note: This activity may be combined with Chapter 8, Strategy 7, since both involve a controller as a guest speaker.

(TEKS 10A, 10B, 10C, 10E)

TAKS MATH

#3 INTERNET SEARCH

Direct students to conduct an Internet search about credit and technology. Have students search for changes in the credit departments of lodging establishments due to the increasing use of technology. Lead students to share findings and specific examples with the class.

(TEKS 10F)

#4 VIDEOTAPE

Have students view a videotape on basic accounting principles, such as *Standard Deviants School: Basic Accounting I*, or *Business Basics: Accounting Equation*, or *Business Basics: Profit & Loss Statement*. Lead students in a discussion of the information in the video and of how general accounting principles are applicable to the hospitality industry.

(TEKS 10A)

TAKS MATH

#5 INDIVIDUAL ACTIVITY

Provide students with copies of Teaching Aid 52a, ***Income and Expense Scenario***, to use in creating a balance sheet for the hotel described in the scenario. Lead students to create a spreadsheet using available computer programs. An answer key is provided on Teaching Aid 52b, ***Income and Expense Scenario Key***, and an example Balance Sheet is provided on Teaching Aid 52c, ***Income and Expense Spreadsheet***, for your convenience.

(TEKS 10A, 10B, 10C, 10D, 10F)

TA 52a-c Income and Expense Scenario

TAKS READING

TAKS MATH

(TEKS 10A, 10B, 10C, 10D, 10E, 10F)

TAKS WRITING

#6 INTERVIEW/JOB SHADOWING

Instruct students to locate a person that works in the Accounting Division of a lodging establishment. Have students contact the person and arrange for an interview and job shadowing experience. Lead students to develop questions prior to the interview.
Example Questions:

- What are the functions of the Accounting Division?
- What skills are needed to work in the Accounting Division?
- How much contact with the guests do you have?
- Select one common duty and explain or show the steps in completing the duty (i.e., the steps one transaction goes through).
- How are the Accounting Division (your department) duties similar in most lodging establishments?
- How closely does your department work with the front office?
- How has new technology affected your duties?

Direct students to write a summary of their interview/job shadowing experience, including their questions and answers. Have students reflect on the experience and explain why they would or would not want to work in the Accounting Division, based on personal qualities and skills and on what they learned about the duties and the working conditions.

(TEKS 10B, 10C, 10D, 10F)

TA 53a-b Statement of Income and Expenses

TAKS MATH

#7 INDIVIDUAL PROJECT

Provide students with copies of Teaching Aids 53a-b, ***Statement of Income and Expenses.*** Demonstrate, and then direct students to use computer technology to calculate the expenses and net profit based on the revenue amounts given. Have students create a spreadsheet to show the amounts and percentages used. Lead students to discuss the different departments and the profits from the separate departments. Figure 16.1, page 153 of the Reference Book, serves as an example of a Statement of Income and Expenses.

Key Questions

- Why does the hotel keep the revenues and expenses separate for the different departments?
- What is the difference in Total Hotel Revenue and Net Profit before Taxes?
- How does this information affect everyone working in the hotel?

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Event: Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 17

The Security Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1F Describe the impact of technological innovations on the hospitality industry.
4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.
4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.
4C Explain liability related to guest privacy.
11A Describe roles and responsibilities of the security division.
11B Exhibit personal qualities and skills required of employees within the security division.
11C Describe specific duties of employees in the security division.
11D Perform appropriate tasks according to industry standards.
11E Determine security policies and training used in lodging operations.
11F Analyze the relationship between the security division and front desk operations.
11G Outline procedures for the safety and security of guests and employees.
11H Apply available technological innovations to operations within the security division.

Chapter Vocabulary

- arrest warrant
- biometric safe
- burglar alarm systems
- deadbolt locks
- key control
- limitation of liability
- lock cylinder
- overcharges
- peepholes
- plainclothes security officers
- safe-deposit boxes
- security
- security officer
- subpoena
- ticket walkers
- undercharges
- uniformed security officers
- vault

RESOURCES

Agencies and Organizations

American Hotel & Lodging Association
www.ahla.com

American Resort Development Association
www.arda.org

Videotapes

American Hotel & Lodging Educational Institute
Security: Employee Awareness and Problem Prevention
Security: Key Control and Guest Privacy Today

Warner Brothers
Ocean's Eleven

Web Sites

American Hotel & Lodging Association
www.ahla.com/index/asp

American Woman Road & Travel
www.roadandtravel.com/traveladvice/hotelsafety.htm

Corporate Travel Safety
www.corporatetravelsafety.com

eHotel Chain
www.ehotelchain.com/info/safety/php

Go Nomad
www.gonomad.com

Hospitality Net
www.hospitalitynet.org

Hotel Technology
www.htng.org

Open Travel Alliance
www.opentravel.org

Safe Within
www.safewithin.com/travelsafe

Yale University
www.yale.edu/ytravel/news/safety_tips.htm

Ch 17

#1 GUEST SPEAKER

Invite a director of security from a lodging establishment to visit with the class about security in lodging facilities. Lead students in preparing questions for the guest. Examples include the following:

- How has technology impacted the security of the lodging establishment?
- What legislation, government regulations, and public policies affect the security in a lodging establishment?
- If a guest or employee is injured, how is the security department involved?
- How might issues of guest privacy and facility security conflict?
- What are the roles and responsibilities of the security division?
- What training and special skills must security personnel possess?
- What are the duties of security personnel?
- What is the relationship between the front desk and the security division?
- What are the procedures the security division uses for the safety and security of hotel guests and employees?

Instruct students to write a reflective paper on the roles and responsibilities of the security division and how these affect the quality of the lodging establishment.

Notes

(TEKS 1F, 4A, 4B, 4C, 11A, 11B, 11C, 11E, 11F, 11G)

TAKS WRITING

#2 INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Refer students to Figure 30.1, Types of Security Standards and Related Court Cases, on page 338 of the Reference Book. Instruct students to read the court-mandated security standards in the left column of the chart and explain why each standard would be important for maintaining security in a hospitality establishment. Lead students to share examples of various standards they have observed through work-based experiences or personal experiences in lodging establishments.

Key Questions

- Why is security in the hospitality industry an issue that merits public policy?
- How do related laws and regulations impact a hospitality establishment?
- How do related laws and regulations impact guests of hospitality establishments?

(TEKS 4A, 4B, 4C, 11A, 11C, 11G)

TAKS READING

#3 CLASS DISCUSSION

Based on information in the Reference Book, work-based experiences, or interviewing a lodging employee, lead students to analyze the relationship between the security division and front desk operation. Lead students to share and discuss findings.

Key Questions

- What front desk activities might involve security monitoring?
- As people come in and out of the lodging establishment, when might the front desk personnel want to notify security?
- How are the security division and front desk operations interrelated?

(TEKS 11F)

(TEKS 4B, 4C, 11A, 11B, 11C, 11D, 11E, 11F, 11G)

TA 41 T-Chart Template

#4 GROUP ACTIVITY

Divide the class into groups. Provide each group with a copy of Teaching Aid 41, ***T-Chart Template.*** Lead groups to brainstorm why security is an important aspect of a hospitality operation. Instruct students to list these on the left side of the T-Chart. Have students list, on the right side of the T-Chart, anyone that should be involved in the ultimate responsibility for security. Have groups present their T-Charts to the class.

(TEKS 1F, 11A, 11C, 11G, 11H)

TAKS READING TAKS WRITING

#5 RESEARCH/WRITTEN EXERCISE

Direct students to research security systems and procedures used in the hospitality industry. Refer them to the Reference Book sections on Maintaining Guest Security (pages 159-162) and Property Security (pages 164-166). Instruct students to compose an essay describing how technology has lead to changes in security systems in the hospitality industry and predict what new security systems might be introduced in the future. Have students present their predictions to the class.
Note: Chapter 11, Strategy 5, addresses this topic also.

(TEKS 4A, 4B, 4C, 11A, 11G, 11H)

TAKS READING TAKS WRITING

#6 GROUP ACTIVITY/PRESENTATION

Have students read Prevention of Monetary Loss on pages 163-164 of the Reference Book. Divide the class into groups. Assign each group one of the following monetary losses that can occur in the hospitality industry:

- Theft
- Employee kickbacks from purveyors
- Overcharges and undercharges
- Inaccurate timecards
- Ticket walkers
- Hot checks and credit cards
- Transfer of cash among cashiers

Instruct each group to develop a scenario for the assigned topic, including examples and amounts of the loss. After groups have presented their scenarios, have each group create a list of specific examples of ways the loss could be prevented. Have groups share their work with the class.

(TEKS 1F, 11B, 11E, 11G)

TAKS WRITING

#7 BROCHURE

Divide the class in half. Have each group develop a brochure for safety tips: one group will write safety tips from the guests' point of view (How do I protect myself?), and the other group will write safety tips from the hotel's point of view (How do I provide for the property's and guests' safety?). Have students watch a security of safety video or research tips on the Internet.

FCCLA

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Event: Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 18

The Engineering Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

- 12A Describe functions of the engineering division.
- 12B Exhibit personal qualities and skills required of employees within the engineering division.
- 12C Describe specific duties of employees in the engineering division.
- 12D Perform appropriate tasks according to industry standards.
- 12E Analyze the relationship between the engineering division and front desk operations.
- 12F Apply available technological innovations to operations within the engineering division.

Chapter Vocabulary

algae
bitumen
chief engineer
chlorine
fertilizer
grease traps
groundskeeper or landscaper
heating elements
horticulture
hot tubs
lime
mildew
pesticides
pH level
plumber's snake
pool brush
pool skimmers
preventive maintenance
refrigerant
saunas
skimmer baskets
spa
super-chlorine
weight rooms
whirlpool baths
xericapes

RESOURCES

Books

Angelo, R. M., & Vladimir, A. N. (2001). *Hospitality Today: An Introduction* (4th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Lattin, G. W. (2002). *The Lodging and Food Service Industry* (5th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Powers, T., & Barrows, C. W. (2002). *Introduction to the Hospitality Industry* (5th ed.). New York, NY: John Wiley & Sons, Inc.

Reynolds, J. S. (2004). *Hospitality Service: Food & Lodging.* Tinley Park, IL: Goodheart-Willcox.

Web Sites

Hotel Motel Plans
www.fentonmill.com

Maintenance Resources
www.maintenanceresources.com/ReferenceLibrary/ezine/hoteleng.html

Ch 18
Welcome

#1 BRAINSTORM/CLASS DISCUSSION

Lead students in a brainstorming session on the areas of responsibilities of the engineering division in the lodging industry. Select one volunteer to record these on the chalkboard or overhead. Answers should include the following:

- Carpets and flooring
- Cleaning equipment
- Electrical systems
- General maintenance and repair
- Heating, ventilation, and air conditioning systems
- Lighting and fixtures
- Plumbing systems
- Preventive maintenance
- Recreational equipment
- Refrigeration systems
- Pool/Spa

Assign students to read Chapter 18 of the Reference Book. Lead students to discuss the responsibilities of the engineering division. Conduct a class discussion, or have students individually answer key questions in writing.

Key Questions

- What is preventive maintenance?
- What is the purpose of preventive maintenance?
- What are examples of common small repair needs that frequently develop in lodging environments?
- What are examples of large repair needs that would arise in lodging establishments?
- Under what circumstances would the engineering division of a lodging establishment be expected to seek outside assistance?
- Why is it important for the engineering division to notify the front desk operations of their activities?
- What are the duties and responsibilities of the engineering and maintenance supervisor?
- What are the duties and responsibilities of the engineering and maintenance worker?

Notes

(TEKS 12A, 12C, 12E)

TAKS READING

#2 GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into groups. Assign each group one area of responsibility from Strategy 1. Instruct students to create a visual display of the different personal qualities and skills needed to properly handle the area of responsibility. Have students use the Reference Book as a resource.

(TEKS 12B)

#3 INTERVIEW/OBSERVATION

Contact different types and sizes of lodging establishments, and arrange for students to interview and observe the engineering and maintenance staff. Lead students in preparing their interview questions in advance.

(TEKS 12A, 12B, 12C, 12D, 12E, 12F)

TAKS WRITING

Sample Questions

- What are your duties and responsibilities as an engineer or maintenance staff?
- How many people are employed in the engineering or maintenance division?
- What skills and personal qualities do people employed as engineers or maintenance staff need?
- Do you have industry standards for engineering and maintenance?
- If so, how did you learn of these standards?
- To whom do you report when work is completed?
- Is most of your time spent on preventive maintenance or on repairs? Explain.
- How does your division keep track of preventive maintenance?
- What technological innovations have you observed in the hospitality industry?
- How has technology changed your duties and responsibilities?

Direct students to present one technological innovation to the class and explain how it has changed the engineering/maintenance staff duties and responsibilities. Instruct students to write thank-you notes to the lodging establishment, the engineering division, and the person they interviewed.

(TEKS 12E)

#4 TEAMWORK

Divide the class in half; students on the left side will represent engineering employees and the ones on the right side, front desk employees. Select one student from each group to be the recorder. One at a time, from one side to the other, have students state examples and reasons why these two departments should efficiently communicate for a successful operation.

(TEKS 12A, 12C)

TA 54 Preventive Maintenance

TAKS WRITING

#5 INDIVIDUAL ACTIVITY

Provide students with copies of Teaching Aid 54, ***Preventive Maintenance***. Have students write examples of preventive maintenance checks that should be performed daily, weekly, or periodically on a less frequent basis. One source of information is the section on Guidelines for Preventive Maintenance, pages 171-172 of the Reference Book. On the back of the completed teaching aid, have students explain the importance of preventive maintenance to the hospitality establishment and to guests of the establishment.

(TEKS 12A, 12B, 12C, 12D, 12E, 12F)

TA 55 Hotel Floor Plan

TAKS WRITING

#6 GROUP PROJECT

Divide the class into groups. Provide copies of Teaching Aid 55, ***Hotel Floor Plan***, to each group. Have groups transfer the floor plan onto a poster board. Tell groups they are the engineering division for the hotel. Direct each group to select one member as the chief engineer and one member as the night shift engineer. The remaining members are engineering/maintenance staff. Lead the groups to create a preventive maintenance timeline for the hotel.

After the groups have created their timelines and creatively displayed these on the poster board, tell the groups that the front desk has called with the following requests:

- The curtains are not working in rooms 112, 130, and 133.
- A conference for 250 people will be held in the large conference room tomorrow, 12:30-4:00 pm. They will need the overhead display and speaker system. Lunch will be served at 12:30 in the conference room.
- Guest phones in the lobby are out of order.
- Rooms 110-115 are scheduled to be empty for two days.
- Room 100 reported no hot water.
- Bugs have been reported in room 135.

Instruct the groups to schedule these into their timelines and creatively display these on their posters. Have students present their hotels and timelines to the class.

#7 GUEST SPEAKER/VISUAL DISPLAY

Invite a landscaper or horticulturalist to speak to the class about the value of plants to a hospitality property. Have students prepare questions in advance regarding types, placement, and maintenance of plants. Building on the information students learn from the speaker, have students collect photographs, brochures, and Internet printouts depicting the landscaping of different lodging facilities. Have students compile the different landscapes into a visual display. Direct students to select one of the landscapes to design and develop a written plan for the maintenance of the plants and the hotel grounds.

(TEKS 12A, 12B, 12C)

TAKS WRITING

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Hospitality, Tourism and Recreation
- Power of One: Working on Working
- STAR Events: Applied Technology; Career Investigation; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section

Chapter 19

The Rooms Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

- 8C Explain management functions related to operations in the hospitality industry.
- 7A Describe roles and responsibilities of the departments within the rooms division.
- 7B Exhibit personal qualities and skills required of employees within each department.
- 7C Describe specific duties of employees in various departments.
- 7D Perform appropriate tasks according to industry standards.
- 7E Apply available technological innovations to operations within the rooms division.

Chapter Vocabulary

- bell captains
- bell staff
- concierge
- executive housekeepers
- front desk clerk
- front desk supervisor
- front office department
- front office manager
- inspectors
- laundry attendants
- mail and information clerks
- night auditors
- PBX
- public area housekeepers
- rack rate
- reservations managers/clerks
- room attendants
- security department
- yield management

RESOURCES

Agencies and Organizations

Association for Convention Operations Management
www.acomonline.org

Council of Hotel and Restaurant Trainers
www.chart.org

Videotapes

Sony Pictures
Maid in Manhattan, performers Jennifer Lopez, Ralph Fiennes

Universal Studios
For Love or Money, performer Michael J. Fox

Web Sites

Cedar Grove Inn-Bed and Breakfast
www.cedargroveinn.com

Hotel Motel Plans
www.fentonmill.com/HotelMotel/

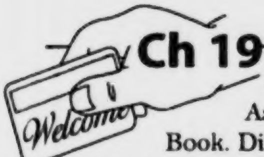
International Association of Reservation Executives
www.iare.com

Lake Tahoe South Shore Conference Planner
www.virtualtahoe.com/Meetings/

National Fire Protection Association
www.nfpa.org

Ritz-Carlton
www.ritzcarlton.com/resorts

Starwood Hotels & Resorts
www.starwood.com



Ch 19

#1 CLASS DISCUSSION/ORGANIZATIONAL CHART

Assign students to read Chapter 19 of the Reference Book. Display Teaching Aid 56, ***Rooms Division Organizational Chart***, and lead a class discussion on the functions of the rooms division.

Key Questions

- The rooms division is responsible for what overall areas in a lodging establishment?
- Why is the room division also called the "front of the house"?
- What main departments typically compose the rooms division?
- What employees typically work in the front office department? The security department? The housekeeping department?

Have students develop an organizational chart for the rooms division of a hotel with which they are familiar. Lead them to share and explain the functions of each area included on the chart.

(TEKS 7A, 7C)

TA 56 Rooms Division Organizational Chart

TAKS READING

#2 INDIVIDUAL PROJECT/GRAPHIC ORGANIZER

Lead students to brainstorm examples of employees within the rooms division cooperating with other divisions of the lodging establishment including the accounting division, the engineering division, the food and beverage division, the marketing division, and the personnel division.

Select a student volunteer to list the examples on the chalkboard or overhead.

Direct students to create a flowchart or other graphic that depicts the roles and responsibilities of the departments within the rooms division and how these are related to the other divisions of the lodging establishment.

(TEKS 3C, 7A)

TAKS WRITING

#3 VIDEOTAPE/CLASS DISCUSSION

Arrange for students to view a video, such as *For Love or Money*, starring Michael J. Fox, or *Maid in Manhattan*, starring Jennifer Lopez and Ralph Fiennes. Have students list the different activities performed by a concierge or a maid in the hotel. Lead students to identify and explain the different departments within the hotel that are depicted in the movie. Lead a class discussion on the duties and responsibilities of a concierge and a maid.

Key Questions

- What information does a concierge need to know about the lodging facility and the local community?
- What are some of the duties of a maid?
- What skills does a concierge need to have? a maid need to have?
- What are other positions depicted in the movie that is associated with the Rooms Division?

(TEKS 7A, 7C)

(TEKS 3C, 7A, 7B, 7C)

TA 56 Rooms Division Organizational Chart

#4 GUEST SPEAKER/INDIVIDUAL ACTIVITY

Invite the Front Office Manager of a lodging establishment to visit with your class. Ask the manager to describe personal qualities and skills that are required of the employees in the front office department. Lead students to create questions prior to the guest speaker's visit.

Sample Questions

- What personal qualities and skills are required of employees in the front office department?
- How can individuals develop and improve such skills?
- What additional skills and training are needed to become the front office manager?
- What divisions report to you directly?
- In what departments or divisions have you worked?

Provide students with a copy of Teaching Aid 56, ***Rooms Division Organizational Chart***, or have them use the organizational chart they developed in Strategy 1. For each area within the front office department, have students list personal qualities and skills that are needed to fulfill the roles and responsibilities of the different personnel.

(TEKS 3C, 7A, 7B, 7C, 7D)

TAKS READING

#5 DEMONSTRATION/CLASS DISCUSSION

Provide several different items for the class that require directions to operate (i.e., CD player, VCR, computer, phone). Select one volunteer from the class to give directions on one object to the teacher, assuming that the teacher has no idea how the object works. After several tries, have the class help in the directions. Lead a class discussion on what can be done to make the directions easier to understand.

Key Questions

- What are different ways to explain something to help people understand?
- How does giving clear directions relate to the duties and skills needed in a lodging establishment?
- Which front desk employees come in contact with guests?

(TEKS 7B, 7D)

#6 DEMONSTRATION/LABORATORY EXPERIENCE

Divide the class into pairs. Have each pair role play a potential guest calling a reservations clerk to request room rates and information on amenities offered by a hotel. Have students tape record the role plays; instruct them to exchange roles so that each has opportunity to portray the reservations clerk. Lead the students in monitoring their pitch, tone, volume, and speed of language. Have the students ask different questions that might be asked over the phone. Assign some students to role play being angry and short tempered, hearing impaired, or ESL. Direct the students to change partners and continue practicing. **Note:** Chapter 13, Strategy 5, has a similar exercise.

#7 BRAINSTORMING/OBSERVATION/PANEL DISCUSSION

(TEKS 3C, 7B, 7C, 7D, 7E)

Divide the class into groups. Have each group select one division of the front desk department. Provide each group with a large sheet of paper and markers. Lead the students in brainstorming examples of management functions, roles and responsibilities, personal qualities and skills, and duties and tasks, and ways technology has affected these.

Instruct students to visit several different hospitality industries focusing on their division within the industry. Have students observe and note the management functions, roles and responsibilities, personal qualities and skills, and duties and tasks of the division staff.

Invite a hotel employee from each division selected by the groups. Try to find employees that have been in the hospitality industry for five or more years. Ask the employee to visit with the groups about how technology has changed management functions, roles and responsibilities, personal qualities and skills needed, and duties and tasks within the divisions. Ask the guest to predict future changes within the divisions due to foreseen technological changes.

#8 DEMONSTRATION

(TEKS 7A, 7B, 7C, 7D)

TAKS READING

Provide each student with 100 3" x 5" index cards, on which are printed or written 100 names–one name per card, last name printed first. Have the students shuffle their index cards. Instruct students to alphabetize the cards according to last names.

Select 20 names from the 100 names. Have students find the cards, note that they were found one time and re-file the cards, repeat this several times. Lead students to discuss the relevance of the activity to front office skills.

Key Questions

- Why is the ability to alphabetize important to front office personnel?
- What are examples of times when this ability might be important?
- How can skill in alphabetizing correctly be improved?

#9 DEMONSTRATION

(TEKS 7A, 7B, 7C, 7D)

TA 57 Setting Housekeeping Standards

TAKS WRITING

Ask students if their parents tell them to clean their rooms. Ask students areas of the room they focus on when cleaning to please their parents. Possible answers include the following: bed, walkway, dresser top, desk/ table top, chair.

Write on the chalkboard or overhead "Your last look is your parents first look." Ask students why they focus on these areas. Generally it is because these are the areas at which parents look first. Ask students what they would look at first when they walk into a hotel/motel room. The list will be similar including: bathroom floor, closet, dressing area sink, and toilet. Point out that the last look of housekeeping is the first look of guests.

Explain to students that the classroom is their guest room. Instruct students to complete Teaching Aid 57, ***Setting Housekeeping Standards,*** for cleaning their classroom. In the left column, instruct students to list items/areas of the room that need to be cleaned; list the highest priority areas first. In the Frequency column, have students estimate how often the item/area needs to be cleaned.

#10 GROUP ACTIVITY

(TEKS 3C, 7B, 7C, 7D)

TA 58 In-Basket

TAKS WRITING

Divide the class into groups. Provide copies of Teaching Aid 58, ***In-Basket,*** to each group. Instruct groups to cut the listed items apart. Explain to students that these are things a front desk manager might have to handle in a day. Lead groups to add five additional items for the front desk manager to handle.

Instruct groups to prioritize the In-Basket items in ten minutes. Explain to the groups that all the group members must agree on the prioritized list and must be able to justify their reasoning for the prioritized list.

Have groups write their list on an overhead to present it to the class. Have the class prioritize the group's lists into one prioritized list. Again all students must agree on the order and the justification for the list.

Correct the class list and lead a class discussion on why a front desk manager prioritizes activities daily.

Key Questions

- Why should the manager handle items that arriving guests will see as early as possible?
- Why should items that will require assistance need to be handled early in the day?
- If the manager does not prioritize, what can happen?

#11 INDIVIDUAL ACTIVITY/PRESENTATION

(TEKS 7C, 7D, 7E)

Lead students to use the Internet to find the Web site of a lodging establishment, suggested searches might include the following:

- Ritz-Carlton
- Holiday Inn
- Sheraton Inn
- bed and breakfast

Instruct students to locate a map to the lodging establishment and a map of the surrounding community. Lead students to find local attractions, places of interest in the community, airport(s), and travelers routes on the community map.

Have students use the lodging establishment map and community map to develop easy to follow and remember directions to the lodging establishment. Have students present their directions in a creative manner to the class. Have the class follow the directions on the community map, and vote on easiest and best directions. Lead students to discuss the relevance of this activity to front of the house personnel.

Key Questions

- Why does the concierge need to know how to give clear and concise directions?
- Why does the front desk personnel need to give clear and easy to remember directions?
- Should the directions give the shortest route or the easiest best-marked route?
- How often might the front desk personnel or concierge give directions over the phone to a guest, such as directions from the airport to the lodging establishment?

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Events: Applied Technology, Hospitality
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 20

The Sales and Marketing Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

8A Describe roles and responsibilities of the departments within the sales and marketing divisions.

8B Display personal qualities and skills required of employees within each department.

8C Describe specific duties of employees in various departments.

8D Perform appropriate tasks according to industry standards.

8E Compare various marketing methods utilized in the hospitality industry.

8F Apply technological innovations to facilitate sales and marketing division operations.

Chapter Vocabulary

cash bar
confirmed guest count
director of catering
director of sales
draping
event or catering contract
floor plan
meeting planner
open bar
proposal
sales managers
skirting

RESOURCES

Books

Allen, J. (2002). *Business of Event Planning: Behind-the-Scenes Secrets of Successful Special Events.* New York, NY: John Wiley & Sons, Inc.

Angelo, R. M., & Vladimir, A. N. (2001). *Hospitality Today An Introduction* (4th ed,). Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Kaser, K. (1999). *Hotel Management Instructional Planning Guide.* Austin, TX: The University of Texas at Austin.

Lattin, G. W. (2002). *The Lodging and Food Service Industry* (5th ed.). Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Powers, T., & Barrows, C. W. (2002). *Introduction to the Hospitality Industry* (5th ed.). New York, NY: John Wiley & Sons, Inc.

Powers, T., & Barrows, C. W. (1999). *Instructor's Manual To Accompany: Introduction to the Hospitality Industry* (4th ed.). New York, NY: John Wiley & Sons, Inc.

Upchurch, R. S. (1995). *Career Competencies in Marketing Series: Hospitality Marketing: Lodging.* Mission Hills, CA: Glencoe, McGraw-Hill.

Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University
Lavish Gala: Behind the Scenes

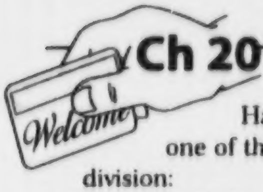
Web Sites

Cedar Grove Inn-Bed and Breakfast
www.cedargroveinn.com

Lake Tahoe South Shore Conference Planner
www.virtualtahoe.com/Meetings/

Ritz-Carlton
www.ritzcarlton.com/resorts

Starwood Hotels & Resorts
www.starwood.com



#1 RESEARCH/PRESENTATION

Have students work individually or in groups to research one of the following positions within the sales and marketing division:
- Director of Sales
- Sales Manager
- Director of Catering
- Event Planner
- Meeting Planner

Instruct students to research the assigned position using the Reference Book, Internet, library, and available classroom resources. Have students provide information about the roles and responsibilities, personal qualities and skills, specific duties, and industry standards for the assigned sales and marketing personnel. Ask students to also provide information on available technology used.

Have students create a visual display or PowerPoint presentation to inform viewers about the sales and marketing division. Lead students to share their presentations with the class.

Notes

(TEKS 8A, 8B, 8C)

TAKS READING

#2 VENN DIAGRAM/PANEL DISCUSSION

Provide students with copies of Teaching Aid 49, ***Venn Diagram***, to use in comparing similarities and differences in departments within the sales and marketing division. Have students designate different areas of the diagram for each panel member.

(TEKS 8A, 8B, 8C, 8E, 8F)

TA 49 Venn Diagram

Invite guests from the following areas of employment within the hospitality industry to the classroom to participate in a panel discussion about the sales and marketing division:
- Director of Sales
- Sales Manager
- Director of Catering
- Event Planner
- Meeting Planner
- Owner/Manager

Lead students to develop questions for discussion prior to panel visit.

Sample Questions
- What are the industry standards for the sales and marketing division?
- How does a lodging establishment build a positive image?
- What are internal promotions?
- Why do lodging establishments have public relations campaigns?
- What are ways to sell a hotel's services?
- What are in-house sales?
- What tools are used to plan and track events?

Direct students to note the answers from each person on the panel in their department's area on the Venn diagram. Lead students to note the overlapping of job duties and responsibilities. Lead students to analyze reasons that duties and responsibilities of the departments overlap.

(TEKS 8A, 8C, 8D, 8E)

#3 RESEARCH/VISUAL DISPLAY

Divide the class into groups. Instruct groups to select one lodging establishment. Have groups develop a profile on the lodging establishment including the marketing mixes. Students may find that the lodging establishment has changed owners/managers several times. Instruct students to analyze why the lodging establishment has changed owners/managers and how these changes have affected the marketing for the lodging establishment.

Direct students to create a visual display to present the profile for their lodging establishment to the class.

(TEKS 8A, 8B, 8C, 8D, 8F)

#4 PROJECT/ORAL PRESENTATION

Have students work individually or in groups to select one lodging establishment for their marketing project. Lead students to familiarize themselves with the amenities of the selected lodging establishment, as well as the community in which the lodging establishment is located. Lead students to select a target market from one of the following:

- Corporate
- Convention
- Government
- SMERF
    - Social (tourist)
    - Military
    - Education organizations
    - Religious organizations
    - Fraternal associations

Instruct students to narrow the focus to a segment of their target market, and create an image building campaign, internal promotion, public relations campaign, or a sales promotion targeted to the selected market segment. Have students use available technology to create visuals of their campaigns or promotional ideas. Have students give an oral presentation to the class using their created visuals.

(TEKS 8A, 8B, 8C, 8D, 8E, 8F)

TAKS READING

#5 INDIVIDUAL ACTIVITY/PRESENTATION

Have students use the lodging establishment map, community map, and the information from Chapter 19, Strategy 11. Have students use the lodging establishment map and community map to develop a marketing brochure for one of the following target markets:

- Corporate
- Convention
- Government
- Social (tourist)
- Military

- Education organization
- Religious organization
- Fraternal association

As an alternate activity, direct students to find the Web sites of the two lodging establishments and analyze the information provided for target market information. Have students present their findings to the class using appropriate examples and visuals.

#6 INDIVIDUAL PROJECT/CASE STUDY

Provide students with copies of Teaching Aid 59, ***Event Planning***. Lead students to read the case study, follow the directions, and answer the questions for the case study. Direct students to use the Reference Book as a resource for the project. Have students organize their case study and answers in a binder.

(TEKS 8A, 8B, 8C, 8D, 8F)

TA 59 Event Planning

#7 VIDEOTAPE

Have students view a videotape that shows the many aspects of planning and executing a large event. One such video is *Lavish Gala: Behind the Scenes*. Have students list the job classifications involved in planning and implementing an event.

(TEKS 8A, 8C, 8E, 8F)

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Hospitality, Tourism and Recreation
- STAR Events: Applied Technology; Hospitality
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 21

The Foodservice Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1B Explain the complexity and diversity of the current hospitality industry.
1G Summarize the roles and services of professional organizations serving the hospitality industry.
13A Distinguish between commercial and institutional foodservice.
13B Describe market segments in the foodservice industry.
13C Identify food and beverage operations within businesses.
13D Describe the different food and beverage operations within lodging properties.
15A Describe types of establishments in commercial foodservice.
15B Describe forms of service utilized in food and beverage operations.
15C Explain the relationship of concept, market segment, menu, and theme in commercial foodservice.
15D Distinguish types of restaurant ownership.
15E Describe services to segments of the institutional foodservice industry.

Chapter Vocabulary

- banquet department
- central commissaries
- commercial foodservice
- concept
- contract-management companies
- independent foodservice operations
- in-plant feeding units
- institutional feeding units
- institutional foodservice
- room service
- self-operated institutional foodservice
- theme

RESOURCES

Agencies and Organizations

American Hotel & Lodging Association (AHLA)

National Restaurant Association

Texas Restaurant Association

Books

The Curriculum Center for Family and Consumer Sciences. (2000). *Food Production, Management and Services Reference Book.* Lubbock, TX: Texas Tech University.

Knight, J. B., & Kotchevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd ed.). New York, NY: John Wiley & Sons, Inc.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Ray, M. F., & Lewis, E. J. (1996). *Exploring Professional Cooking* (4th ed.). Peoria, IL: Glencoe, McGraw-Hill.

Videotapes

Biography Channel, *www.biography.com*

- *Colonel Sanders: America's Chicken King*
- *Dave Thomas*
- *Gallo Brothers*

Web Sites

American Hotel & Lodging Association
www.ahla.com

American School Food Service Association
www.asfsa.org

CuisineNet Digest
www.cuisinenet.com/digest/custom/restaurant/timeline.shtml

Epicurean On-line Magazine
www.epicurean.com

Internet Search Engine
www.search.eathere.com (Go to Recreation or Dining Guides.)

National Restaurant Association
www.restaurant.org

Occupational Outlook Handbook
stats.bls.gov/oco/home.htm

Texas Hotel and Lodging Association
www.texaslodging.com

Texas Restaurant Association
www.restaurantville.com

Ch 21

Welcome

Notes

#1 RESEARCH/ORAL PRESENTATION

(TEKS 13A, 13C, 13D, 15A, 15D, 15E)

TA 60 Did You Know That in the Year 2005

TAKS READING

TAKS WRITING

Display Teaching Aid 60, ***Did You Know That in the Year 2005***, as an overhead. Divide the class into groups. Have each group research current trends in the foodservice industry. Topics may include but are not limited to the following:

- Changes in the American lifestyles that have created an increased demand for foodservice and lodging establishments
- Types of foodservice establishments
- Employment
- Services to segments of the institutional foodservice industry

Groups may use classroom resources, library resources, or the Internet to gather information. Potential Web sites include the following:

- National Restaurant Association
  www.restaurant.org
- Occupational Outlook Handbook
  www.bls.gov/oco/home.htm
- Texas Restaurant Association
  www.restaurantville.com
- Texas Hotel and Lodging Association
  www.texaslodging.com
- American Hotel and Lodging Association
  www.ahla.com

Instruct groups to write a one-page report on their findings to be given to the teacher. Have groups give an oral presentation of their chosen topic, highlighting key points. The oral presentations may include visuals, such as graphs, charts, posters, and PowerPoint.

#2 GROUP ACTIVITY/VISUAL DISPLAY

(TEKS 13A, 13C, 13D, 15A, 15D)

TAKS WRITING

Divide the class into groups. Based on the types of foodservice establishments provided on pages 204-206 in the Reference Book, instruct each group to select a foodservice establishment in the community and develop a visual display (e.g., chart, PowerPoint slides, poster). The display might include type of ownership, management structure, number of employees, type of employee training programs, advancement opportunities, incentive programs, benefits, and operating hours. As an extended project, students could compile their findings into a restaurant guide for the community or city.

#3 INTERNET ACTIVITY

(TEKS 1B, 1G, 13A, 13C, 13D, 15A, 15B, 15E)

TA 61 Professional Organizations Serving the Hospitality Industry

TAKS READING

Have students visit all or some of the professional organizations Web sites listed on Teaching Aid 61, ***Professional Organizations Serving the Hospitality Industry***. Have students evaluate the organizations based on the Key Questions. Lead a discussion on the pros and cons of becoming a member of the organizations.

Key Questions

- What types of information about the organization did you find at the various Web sites?
- What aspect of the foodservice industry is represented by these organizations?
- What is the focus of the organization?
- What resources are provided by the organization?
- What are the benefits of joining the organization?
- What are some factors that made some Web sites better than others? (i.e., ease of browsing, original information, links to outside sources)
- In what ways could these Web sites be helpful to the foodservice employee?

(TEKS 13A, 13C, 13D, 15A)

#4 GROUP ACTIVITY

Divide the class into small groups. Have each group draw a card describing a type of foodservice establishment. Instruct each group to work together to develop a pantomime on the type of foodservice. Have students perform the pantomimes while other groups try to identify the type of establishment portrayed.

(TEKS 15B, 15C)

TA 62 Is Foodservice for You?

TAKS WRITING

#5 BRAINSTORMING/WRITTEN EXERCISE

Lead students to brainstorm advantages and disadvantages of foodservice work. View Teaching Aid 62, ***Is Foodservice for You?*** Compare student answers with the Teaching Aid.

Key Questions

- What types of jobs are available?
- What benefits might be included?
- Are working hours flexible?
- How is advancement achieved?
- How can working hours be inconvenient?
- What contributes to pressure and fatigue?
- What is the salary potential?

Have students journal reasons why the foodservice industry is attractive to them. Instruct students to address the disadvantages. For instance, how they might be affected by certain factors and how they might manage them.

As a follow-up activity, have each student interview one foodservice employee regarding the advantages and disadvantages of working in foodservice. Compare the responses in class.

Key Questions

- What did the persons employed in foodservice consider the major advantages?
- What did they consider the major disadvantages?

#6 EDUCATIONAL TOUR

After having students read the segment on Institutional Foodservice in the Reference Book, pages 204-206, arrange for students to visit the foodservice operations in a hospital or long-term care facility to observe trayline workers assemble food items.

(TEKS 13A, 13C, 13D, 15A, 15B, 15E)

Key Questions

- What is the difference between centralized and decentralized tray service?
- What is the purpose of having a "food checker"?

#7 CLASS DISCUSSION/GROUP ACTIVITY

Lead the class to discuss "concept" as a basic idea of what a foodservice establishment is and what it offers. Have students refer to pages 206-207 of the Reference Book.

(TEKS 13A, 13B, 15A, 15B, 15C)

TAKS READING

Key Questions

- How does the location of a foodservice establishment affect the foodservice establishment?
- How does location affect the types of food items available within a foodservice establishment?
- Why are food items available in different areas or regions?
- Why is price a determinant of a type of foodservice establishment?
- How does a target market segment define a foodservice establishment?
- What is the "theme" of a foodservice establishment?

Provide students with several different menus from different foodservice establishments. Divide the class into groups. Instruct groups to analyze the provided menus to identify the "concept" of the foodservice establishments. Have students present their menu(s) and their analysis of the concept(s) to the class.

#8 PANEL DISCUSSION

Invite a restaurant manager from a foodservice establishment within a lodging establishment, a hotel manager, a director of catering, and a sales manager to class to serve as panel members for a discussion on how each department within the lodging establishment builds the "concept" for the whole establishment. Have students prepare questions prior to the guest visit.

(TEKS 13B, 13C, 15C, 15E)

Sample Questions

- What effect does location have on the lodging establishment?
- In what ways does location affect the clientele of the lodging establishment?
- How are menu items limited by the establishment?
- What types of services does the lodging establishment provide?
- How do the types of services offered by the establishment affect the foodservice establishment?

- What is the target market for the lodging establishment?
- How does the foodservice establishment cater to this target market?
- How does the foodservice establishment continue the theme of the lodging establishment?

(TEKS 13A, 13C, 13D, 15A, 15B, 15E)

#9 BRAINSTORMING

Lead students to brainstorm types of service found in foodservice units. Have students read about types of service on pages 206-207 of the Reference Book. On a board, poster board, or large sheets of paper, write the following headings:

- Counter Service
- Trayline Service
- Seated Service
- Service Combinations

For each of the heading categories, have students call out names of restaurants, institutional foodservice units, entertainment establishments, and hospitality/travel venues that fall within that category. For example, school cafeterias fall under the Trayline Service category. Following the brainstorm session, lead a class discussion on criteria that distinguishes each of the types of service and how each provided example fits the criteria.

Key Questions

- What criteria would best identify counter service? trayline service? seated service? service combinations?
- Which of the categories are you most familiar with?

(TEKS 13A, 13B, 13C, 13D, 15A)

TA 63 Types of Foodservice Units

TAKS READING

#10 GRAPHIC ORGANIZERS

Have students work in pairs or groups of three. Provide each group with a copy of Teaching Aid 63, ***Types of Foodservice Units.*** Instruct each group to complete the Teaching Aid by listing types of foodservice, menu choice, location of service, type of service, and persons served.

(TEKS 13A, 13B, 13C, 13D, 15A, 15B, 15D, 15E)

TA 64a-b Forms of Seated Service

TAKS READING

#11 RESEARCH/GROUP ACTIVITY

Divide the class into six groups. Have each group select or draw a type of seated service to research: American, French, Russian, English, buffet, or banquet. Instruct students to use the telephone book, travel guides, or the Internet to locate foodservice establishments that use the type of seated service selected by their group. Have students locate at least three different establishments. In addition to the names of the foodservice establishments, have students justify their choices by using some or all of the criteria provided on Teaching Aids 64a-b, ***Forms of Seated Service.***

Potential resources include the following Web sites:

- Epicurean On-line Magazine
  www.epicurean.com
- Internet Search Engine
  www.search.eathere.com (Go to Recreation or Dining Guides.)

#12 CLASS DISCUSSION

(TEKS 13B, 13C, 13D, 15A, 15C)

Lead a class discussion on one of the most popular restaurants in the community. Try to determine what makes the restaurant successful by analyzing its products, such as food, service, prices, and environment.

Key Questions

- How does the food that is served at the restaurant compare with similar establishments/service? Prices? Environment?
- If one of the products changed significantly, how would the restaurant maintain success?
- What kind of marketing techniques does the restaurant use to promote business?
- What would need to change if the restaurant was located within a luxury lodging establishment? A mid-range lodging establishment? An economy lodging establishment?

#13 VISUAL DISPLAY

(TEKS 13B, 15C)

TA 65 How Consumer Choices are Influenced by Marketing Techniques

TAKS READING

TAKS WRITING

Using a variety of magazines, have students collect examples of marketing techniques and create a collage of their examples. Examples can include any marketing (advertising, sales promotion, and presentation) tactic for "the product" which includes the food, service, prices, and surrounding atmosphere. Post the collages in the classroom.

Distribute copies of Teaching Aid 65, ***How Consumer Choices are Influenced by Marketing Techniques,*** to students. Assign students to evaluate two other collages other than their own. Have students record their responses on the teaching aid or their own paper. After all students have completed their evaluations, lead a class discussion having students share their reactions to the different marketing techniques.

FCCLA ACTIVITIES

- Leaders at Work: Food Production and Services
- STAR Events: Culinary Arts; Entrepreneurship; Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 22

Food and Beverage Operations

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

2B Analyze service methods that fulfill needs of guests and customers.
3C Explain management functions related to operations in the hospitality industry.
13D Describe the different food and beverage operations within lodging properties.
13E Apply available technological innovations to food and beverage operations.
14A Describe roles and responsibilities in food and beverage operations.
14B Exhibit personal qualities and skills required of foodservice employees.
14C Perform appropriate tasks according to industry standards.
14D Apply management principles in work roles related to food and beverage operations.
14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.
14G Select equipment and utensils appropriate for prescribed tasks.
14H Summarize government regulations affecting food safety and sanitation.
14I Practice safety and sanitation procedures in food and beverage operations.
15G Evaluate criteria affecting quality of service.

Chapter Vocabulary

assistant restaurant manager
bakers
banquet chef
banquet event order
banquet manager
banquet servers
beverage manager
buspersons
cashiers
dishwasher
executive chef
food and beverage director
food and beverage division
hors d'oeuvres
kitchen brigade
kitchen staff
line cooks
mise en place
pantry chefs
pastry chefs
prep lists
restaurant maître d'
restaurant manager
room service captain
room service department
room service wait staff
servers
sous chef
steward

RESOURCES

Agencies and Organizations

National Restaurant Association

Texas Restaurant Association

Books

Gisslen, W. (1998). *Professional Cooking* (4th ed.). New York, NY: John Wiley & Sons, Inc.

Largen, V. L., & Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Reynolds, J. S. (2004). *Hospitality Service: Food & Lodging.* Tinley Park, IL: Goodheart-Willcox.

Publications

Ethics in the Hospitality Industry: Are You Tuned In? (1999). *Hosteur, 8(3).* Richmond, VA: International Council on Hotel, Restaurant, and Institutional Education. (Available on-line at www.chrie.org)

Guide to College Programs in Hospitality, Tourism, and Culinary Arts (7th ed.). Richmond, VA: International Council on Hotel, Restaurant, and Institutional Education.

U.S. Department of Labor (published annually and is available from various publishers)
Occupational Outlook Handbook

Web Sites

The Cooking & Culinary School Directory
www.cookingschools.com/careers-jobs/

Hospitality Educators Association of Texas
www.texaslodging.com/ef/hospitalityeducators.phtml

International Council on Hotel, Restaurant and Institutional Education (CHRIE)
www.chrie.org

Notes

#1 BRAINSTORMING

Lead students to brainstorm types of jobs found in the front and back of the house. Use Teaching Aid 66, ***Front and Back of the House***, to compare student answers.

(TEKS 2B, 13D, 14A)

TA 66 Front and Back of the House

#2 EDUCATIONAL TOUR

Take students to tour a foodservice establishment. Ask students to identify the front of the house and the back of the house. Have them observe the specific jobs done in the front and the back of the house. Visit the school cafeteria if a learning tour is not feasible.

As a follow-up activity, have students diagram the types of jobs done in the front of the house and those done in the back of the house. This activity may be done as group work, an out-of-class assignment, or an evaluation device.

(TEKS 2B, 3C, 13D, 14A)

#3 CLASS DISCUSSION

Lead students in a discussion of how the size of the operation, the menu, and the type of service can influence the staff needed. Give sample situations for the class to consider. For example, a new restaurant will serve breakfast, lunch, and dinner and will average 100/200/150 customers, respectively, for each meal. The restaurant has table service and a menu with over 80 selections.

Key Questions

- What factors influence how the restaurant is staffed?
- What types of jobs will be performed during each of the mealtimes?
- What types of staff will be needed?

(TEKS 2B, 3C, 13D, 14A, 14D)

#4 CLASS DISCUSSION

Have the class view and discuss Teaching Aids 67a-b, ***Opportunities for Advancement in Restaurant Positions***.

Key Questions

- What opportunities are there to advance in foodservice jobs?
- What types of education and training may be required for advancement?
- How rapidly can one expect to advance?

(TEKS 2B, 3C, 14A, 14B)

TA 67a-b Opportunities for Advancement in Restaurant Positions

#5 GROUP RESEARCH/VISUAL DISPLAY

Divide the class into groups. Assign each group one of the positions described in the Reference Book. Using classroom resources, library and Internet as resources, have groups research the assigned position and identify the following:

(TEKS 3C, 14A, 15G)

- Pay ranges
- Employment outlook
- Number of positions available
- Job description
- Education/training required
- Required skills and abilities
- License/Certification
- Places this position is available

Have groups combine their results and create a visual display for the different departments. Have students analyze their information and describe how the different departments work together.

#6 BRAINSTORMING

(TEKS 2B, 3C, 14B, 15G)

TA 68 Human Relations

Provide each student with a copy of Teaching Aid 68, ***Human Relations***. Discuss the "Secrets of Success" and how these points can help develop good relations with co-workers and customers. Have students brainstorm additional ways to build good relations (e.g., be courteous and considerate, cooperate with others, be willing to learn from others, help build a spirit of teamwork, be on time, be supportive, share the credit).

#7 CLASS DISCUSSION/GRAPHIC ORGANIZERS

(TEKS 2B, 3C, 13E, 14A, 14B, 14C, 14D, 15G)

TAKS WRITING

Lead a class discussion on the importance of teamwork in the foodservice industry.

Key Questions

- How are tasks divided among front of the house staff? back of the house staff?
- Why is it necessary to divide tasks?

Divide the class into small groups. Have groups illustrate teamwork by creating graphic organizers or flow charts. Have each group present its visual display to the class.

#8 OBSERVATION

(TEKS 2B, 14A, 14B, 14C, 15G)

TA 69 Observation: Personal Skills for Foodservice Occupations

Provide each student with a copy of Teaching Aid 69, ***Observation: Personal Skills for Foodservice Occupations***. Have each student choose a local restaurant to visit. For students employed at restaurants, instruct them to observe restaurants other than their places of employment. Instruct students to observe personal skills demonstrated by the staff, such as personal appearance, personality, attitude, and forms of communication. Have students report on their observations by completing the observation form. **Note**: Give students clear directions on observation techniques, such as not to discuss any observations during the dining experience and not to make obvious notes in the presence of the staff. As a follow-up activity, have students share their observations.

#9 CLASS DISCUSSION/INTERVIEW

Lead a class discussion on ways that service personnel can help reduce costs and save money in the foodservice establishment. Have students who are working or have worked in the food preparation and service industry share their experiences in this area.

(TEKS 2B, 3C, 13D, 13E, 14A, 14B, 14D, 15G)

Key Questions

- How can breakage of dishes and glassware be controlled?
- How can waste of food and supplies be reduced?

As a follow-up activity, have students who are employed in the industry interview their supervisors about ways to reduce costs and save money. Have students share their findings with the class.

#10 CLASS DISCUSSION

Write the term *mise en place* on the board or overhead. Lead students to discuss what the term means. Have students read about chefs on pages 214-219 in the Reference Book. Many foodservice professionals define *mise en place* [MEEZ ahn plahs] as a French term referring to having all the ingredients necessary for a dish prepared and ready to combine up to the point of cooking. According to *Professional Cooking*, pages 99-100, "Good chefs take pride in thoroughness and quality of their food preparation, or mise en place." This French term, meaning "everything put in place," has become a professional password in American kitchens, because foodservice professionals understand its importance to the success of the establishment. Have students brainstorm reasons why *mis en place* would be important and consequences of not following this practice.

(TEKS 14D, 14G)

TAKS READING

#11 DEMONSTRATION

As part of the wait staff's duties, clean dishes are handled. Demonstrate and explain the correct procedures for handling and storing clean dishes. Teaching Aid 70, ***Handling Clean Dishes***, can be used as a handout.

(TEKS 14D, 14F, 14G, 14H, 14I)

TA 70 Handling Clean Dishes

Key Questions

- Why should dishes, flatware, glassware, and other utensils be handled correctly?
- Why does it help to store utensils in an orderly fashion?
- Why is it easier to put dishes and utensils away when each item has a special place?
- What could happen if dishes, glassware, flatware, pots, pans, and other equipment are not properly stored?
- How should clean items be transported to the storage areas?

#12 CLASS DISCUSSION

Have students discuss and compare the procedures used for dishwashing at their training stations or places of employment with those used by other students.

(TEKS 14D, 14F, 14G, 14H, 14I)

Key Questions

- How is the sequence of steps the same?
- How is the equipment used the same or different?
- What cycles do dishes go through in a commercial dishwashing machine?
- How are dishes racked for washing?
- What kinds of detergent are used?
- How much detergent is required?
- What sanitizing agents are used?
- What are some important concerns for sanitary machine dishwashing?

(TEKS 3C, 14B, 14C, 14D)

TA 71 Sales Tax

TA 72a-d Guest Checks

TAKS MATH

#13 PROBLEM SOLVING

Demonstrate how to use a tax table to find the amount of tax to be added to the guest check. Have students complete Teaching Aid 71, ***Sales Tax.*** As a follow-up activity, show students how to figure the tax without a tax table by following the steps below:

- Step 1 - Multiply the subtotal on the check by the sales tax rate to find the amount of tax for the check.
- Step 2 - Add the amount of the tax to the subtotal to find the total amount of the check.

Provide copies of Teaching Aids 72a-d, ***Guest Checks,*** to students and assist them as they practice computing check totals without a tax table.

(TEKS 2B, 3C, 13E, 14A, 14B, 14C, 14D)

TA 73 Credit Cards

TAKS MATH

#14 GROUP ACTIVITY

Divide the class into small groups. Assign each group to develop charts that list common policies for handling credit cards and debit cards. Be sure the charts include information, such as that listed on Teaching Aid 73, ***Credit Cards.*** Instruct each group to base their chart on actual procedures followed at a specific foodservice establishment. Have all groups present and explain their charts to the class, and lead students to analyze and compare the similarities and differences in procedures followed at various establishments.

Key Questions

- Why is it important to verify that the credit card is signed by the holder?
- Through what methods can credit authorization and verification be obtained?
- What procedures are based on automated, computerized systems?
- What credit card safeguards should be practiced regardless of the mechanical system in place for processing charges?

#15 INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute copies of Teaching Aids 74a-b, ***Check These Checks***. Have students work independently. Instruct students to complete the Teaching Aid by circling the mistakes on each of the checks. As a follow-up activity, lead a class discussion on each example.

Key Questions

- Why should the numerical dollar amount and written dollar amount on personal checks match?
- How close to the dollar sign should the numbers begin? How close to the left side of the check should the written amount be written?
- What are some safety measures taken by foodservice operations that accept personal checks as payment for services rendered? What are some ways in which these safety measures serve to protect the establishment?
- What are some factors to check when accepting personal checks?

(TEKS 2B, 3C, 13E, 14A, 14B, 14C, 14D, 15G)

TA 74a-b Check These Checks

TAKS MATH

(TEKS 2B, 3C, 13E, 14A, 14B, 14C, 14D, 15G)

#16 CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion on preparing a cash register report to close the cash register. Review the steps listed on Teaching Aid 75, ***Verifying Cash on Hand***. Have students complete Teaching Aid 76, ***Cash Report***. Review the completed activity as a class.

TA 75 Verifying Cash on Hand

TA 76 Cash Report

TAKS MATH

(TEKS 2B, 3C, 13E, 14A, 14B, 14C, 14D, 15G)

#17 CLASS DISCUSSION

Lead a class discussion on quick ways to figure 15 percent tips since a customer may request that the tip be added to the check. Have students practice this method using Teaching Aid 77, ***Gratuity***.

TA 77 Gratuity

TAKS MATH

(TEKS 2B, 3C, 13E, 14A, 14B, 14C, 14D, 15G)

#18 LABORATORY EXPERIENCE

Divide the class into pairs. Provide students with play money bills and coins to practice making change. Have students refer to Teaching Aid 78, ***Least Number of Coins***, and Teaching Aid 79, ***Making Change***. Instruct students to take turns playing the role of restaurant cashier by completing the guest checks and making change. **Note**: Be sure students leave the customer's money on the outside of the register until the change is given and count the change twice – once when taking it out of the cash drawer and again when placing it in the customer's hand.

TA 78 Least Number of Coins

TA 79 Making Change

TAKS MATH

(TEKS 2B, 14B, 14C, 15G)

#19 SKIT

Divide the class into small groups. Have each group draw one slip of paper on which is written a type of customer: rushed guest, indecisive guest, dieting guest, noisy guest, angry guest, complaining guest, joking or overfamiliar guest, young guest (child), older guest, guest with visual impairment, and guest with physical disability. Instruct each group to develop and perform a skit in which the foodservice workers demonstrate skills for handling guests with special needs.

(TEKS 2B, 14A, 14B, 14C)

#20 SKIT

Have students present skits of servers presenting checks to guests. Lead students to evaluate the techniques portrayed in the skits.

Key Questions

- When is the correct time to present the check?
- How was the check presented? Is this the correct procedure? why? why not?
- Where should the check be placed when the host is known? when the host is unknown? when a man and woman are dining together?

(TEKS 2B, 13D, 14A, 14B, 14C, 15G)

TA 80a-d The Happy Customer & The Happy Customer Answer Sheet

#21 GROUP ACTIVITY/PROBLEM SOLVING

Divide the class into small groups. Provide each group with a copy of Teaching Aids 80a-b, ***The Happy Customer***. Instruct groups to read the description of each situation and the choices presented. Have groups discuss and choose the best answer. As a class, share results and refer to Teaching Aids 80c-d, ***The Happy Customer Answer Sheet***. Have students who are working or have worked in food production and services share their experiences and resolutions. As a follow-up activity, have groups brainstorm other possible ways in which the situation can be handled effectively.

FCCLA

FCCLA ACTIVITIES

- Leaders at Work: Food Production and Services
- STAR Events: Culinary Arts; Entrepreneurship; Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 23

Nutrition Principles

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14E Apply nutrition principles in food and beverage planning, preparation, and presentation.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

Chapter Vocabulary

amino acids
calories
carbohydrate
cholesterol
complete protein
Daily Reference Values (DRV)
Dietary Guidelines for Americans
empty-calorie foods
fat
fat-soluble vitamins
fiber
Food Guide Pyramid
food security
incomplete protein
Kosher foods
leaching
lipids
minerals
nutrients
Nutrition Facts
oxidation
palatable
perishable foods
phytochemicals
protein
Recommended Dietary Allowances for Americans (RDA)
Reference Daily Intake (RDI)
vitamins
water
water-soluble vitamins

RESOURCES

Books

Knight, J. B., & Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd ed.). NY: John Wiley & Sons, Inc.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Ray, M. F., & Lewis, E. J. (1996). *Exploring Professional Cooking* (4th ed.). Peoria, IL: Glencoe, McGraw-Hill.

Schlosser, E. (2002). *Fast Food Nation: The Dark Side of the All-American Meal.* New York, NY: HarperCollins.

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Web Sites

American Cancer Society
www.cancer.org

American Dietetic Association
www.eatright.org

American Heart Association
www.americanheart.org

Food Allergy and Anaphylaxis Network
www.foodallergy.org

Food and Drug Administration
www.fda.gov

Food and Drug Administration Center Food Safety and Applied Nutrition
www.cfsan.fda.gov/label.html

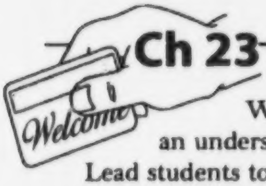
Food and Nutrition Information Center (USDA)
www.nal.usda.gov/fnic

Mayo Clinic
www.mayoclinic.com

National Food Safety Database
foodsafety.ifas.ufl.edu

Nutrition, Education, Counseling and Service
www.ncescatalog.com

Nutrition Navigator
www.navigator.tufts.edu



Notes

#1 CLASS DISCUSSION

Write the statement "Why do foodservice workers need an understanding of special diets?" on the board or overhead. Lead students to discuss the roles of foodservice workers in helping to meet the nutritional needs of customers.

Key Questions

- How do foodservice establishments make accommodations for the special dietary needs of customers?
- What are some examples of changes that have occurred because of massive consumer demand?

(TEKS 14E, 14F)

#2 CASE STUDY/WRITTEN EXERCISE

Provide a copy of Teaching Aid 81, ***Customer Needs***, for each student. Direct students to read the case study and provide the requested information in a written essay. Have students include food selections and how the food will be prepared to meet the customer's needs and how the student as foodservice personnel will help the customer's needs.

(TEKS 14E, 14F)

TA 81 Customer Needs

TAKS READING TAKS WRITING

#3 DISCUSSION/BRAINSTORMING

After reading Functions of Foods on page 228 of the Reference Book, lead the class in a discussion on how foods meet the physical, social, and emotional needs of people. Have students brainstorm different foods used for different celebrations.

Key Questions

- What events are centered around food?
- What foods are usually at these events?
- How do foods meet emotional needs?
- Why are foods included in social events?
- What physiological needs are met with foods?

(TEKS 14E, 14F)

TAKS SOCIAL STUDIES

#4 VISUAL DISPLAY

Have students read the section on Essential Nutrients on pages 228-235 of the Reference Book. Assign one of the nutrients listed in the Reference Book to each class member. Have students create posters in the shape of a specific source for each nutrient. Students should read the information assigned and then determine key points. Have students clearly write this information on the poster. Have the students share their posters and information with the class. Posters could also be displayed in the classroom or another prominent place.

(TEKS 14E, 14F)

TAKS READING TAKS SCIENCE

#5 INDIVIDUAL ACTIVITY

Have students keep a food diary for one week. Have students record their food intake for one week. Have students write an essay evaluating their food intake for one of those seven days, in terms of specific nutrients, Food Guide Pyramid suggestions, and possible improvements. If a dietary analysis program is available, students could evaluate their food intake.

(TEKS 14E, 14F)

TAKS WRITING TAKS SCIENCE

(TEKS 14E, 14F)

#6 LAB EXPERIENCES

Provide several different products in regular, reduced-fat, and fat-free varieties. Have students compare and contrast the differences in terms of nutrients. For example, often when the fat is taken out, additional carbohydrates are added. Have students compare tastes and textures of the food items as well. Have students share their findings with the class.

Key Questions

- How did the finished products compare in flavor? texture?
- What were the differences in total calories?
- How did using the different products affect quality?

(TEKS 14E, 14F)

TA 82 Nutrition Label

TAKS READING

TAKS SCIENCE

#7 VISUAL DISPLAY/INDIVIDUAL ACTIVITY

Use Teaching Aid 82, ***Nutrition Label*** (Figure 23.1, page 237, in the Reference Book), as a transparency. Identify the major components. Discuss with the students the origin of the nutrition label and its purpose. Provide several nutrition labels from various food items and distribute the labels to the students. Have students evaluate the labels by comparing and contrasting the nutritional information on the label. For additional information, go to the Food and Drug Administration Web site at *www.fda.gov* or go to the Food and Drug Administration Center for Food Safety and Applied Nutrition at *www.cfsan.fda.gov/label.html*

(TEKS 14E, 14F)

TAKS READING

TAKS SCIENCE

#8 PROJECT

As a follow-up activity to the previous strategy, have students bring nutritional information from various fast-food restaurants. Many businesses provide this as a service to their customers. There are also many Web sites and books that contain this information. Examples of such Web sites are *www.olen.com/food/* and *www.chowbaby.com* Have students evaluate the nutritional information provided.

Key Questions

- Which of the foods was the most nutritious?
- What foods contain the most calories?
- Which foods were the least nutritious?

(TEKS 14E, 14F)

TAKS SCIENCE

#9 VISUAL DISPLAY

Create a large Food Guide Pyramid background and display it on the wall in the classroom. Label each section with the appropriate title and serving amounts. Have students bring in food labels and wrappers to complete the Food Guide Pyramid. Have students place their contributions in the appropriate section(s).

(TEKS 14E, 14F)

TAKS READING

#10 CLASS DISCUSSION/GROUP ACTIVITY

Divide the class into six groups. Assign each group one of the factors affecting eating habits listed in the Reference Book on pages 238-242.

Have each group give a brief summary of the assigned section. Lead students to discuss how these factors affect eating habits.

Key Questions

- How might a person's socioeconomic status affect eating habits?
- What are some examples of how personal preferences can change over time?
- How can a teenager and a middle-aged person eat the same amount of calories and the older person be heavier? How would this affect eating habits?

#11 BRAINSTORMING/GROUP PROJECT

Lead students to brainstorm common foods. Divide the class into groups, instruct groups to select foods from the brainstorming session to create a daily menu based on the daily food guide. Direct students to incorporate one breakfast, lunch, dinner, and snack into their menus, and to consider portion sizes. Have groups present their menus to the class.

(TEKS 14E, 14F)

#12 RESEARCH/PRESENTATION

The section on Nutrient Retention, pages 243-245 of the Reference Book, lists several factors affecting retention. On strips of paper, write one topic per strip, and have students draw for a topic. Divide the class into groups according to drawn topics. Lead students to research the effects of the loss of nutrients, and the ways to avoid the nutrient loss. Have groups create and prepare a creative presentation to demonstrate methods of nutrient retention for cooking and storing. Groups may use PowerPoint, posters, role play, scenarios, or other means to demonstrate proper nutrient retention. Have students use the Reference Book, classroom resources, Internet, and library as resources. Have students present their presentations to the class.

(TEKS 14E, 14F)

TAKS READING TAKS SCIENCE

As an FCCLA activity, have members prepare an educational program on nutrient retention to present to a teen parenting program.

FCCLA

#13 RESEARCH/BROCHURE

Have students read pages 246-247 of the Reference Book, Techniques That Preserve Nutrients. Divide the class into small groups, and have them use the text, classroom resources, or the Internet to locate information on preserving nutrients. Have groups develop a tip sheet on how to purchase, store, prepare, and serve food so that as many nutrients as possible are available to the consumer. The following are possible Internet sources:

- *www.swansoncorp.com* click on Food Lover's Corner and then click on Nutrition Matters
- *www.epinions.com/content_2098438276*
- *www.hawaii.edu/foodskills/Pamphlets/*

(TEKS 14E)

TAKS READING TAKS SCIENCE

FCCLA ACTIVITIES

- STAR Event: Culinary Arts
- Student Body: Nutrition

Chapter 24

Food Production

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14D Apply management principles in work roles related to food and beverage operations.

14E Apply nutrition principles in food and beverage planning, preparation, and presentation.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

14G Select equipment and utensils appropriate for prescribed tasks.

14H Summarize government regulations affecting food safety and sanitation.

14I Practice safety and sanitation procedures in food and beverage operations.

14J Explain approaches that protect the environment.

15F Explain how the menu reflects the foodservice plan for meeting customer needs and wants.

Chapter Vocabulary

broth
combination cooking method
condiment
convenience foods
conversion factor
conversion formula
critical control point
danger zone
dry heat
extract
food portioning
frying method
gelatin
gluten
Hazard Analysis Critical Control Point (HACCP)
herbs
liquid food extracts
menu
menu planning
menu specifications
moist heat
monosodium glutamate
portion control
profit
purveyor
seasoned salt
seasonings
smoked salts
spices
standard portions
standardized recipe
stock
universal food products
yield

RESOURCES

Books

The Curriculum Center for Family and Consumer Sciences, Texas Tech University.

- *Food Production, Management, and Services Reference Book.* (2000).
- *Food Production, Management, and Services Curriculum Guide.* (2002).

Gisslen, W. (1998). *Professional Cooking* (4th ed.). New York, NY: John Wiley & Sons, Inc.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd ed.). New York, NY: John Wiley & Sons, Inc.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Videotapes

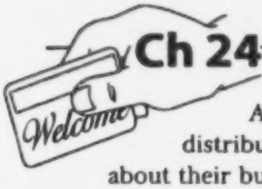
The Curriculum Center for Family and Consumer Sciences, Texas Tech University

- *Food Safety and Sanitation*
- *Food Safety: Protecting At-Risk Populations*
- *Introduction to Foodborne Illness*
- *Kitchen Food Safety*
- *HACCP: A Basic Understanding*
- *Meat Cooking Techniques*

Web Sites

Adelphia Seafood–recipes	*www.adelphiaseafood.com/recipes/recipe.htm*
Dot Foods	*www.dotfoods.com*
eMac Digital	*www.emacdigital.com*
Food Presentation and Garnishing	*www.homecooking.about.com/cs/foodpresentation*
Food Safety and Inspection Service	*www.fsis.usda.gov*
FreshFish4u.com	*www.chamtech.com/fishnet/recipes*
Harkers	*www.harkers.com*
Hospitality Management Garnish Videos	*www.ag.uiuc.edu/~food-lab/resources/videos/garnish*
McCormick	*www.mccormick.com*
Quality Foods	*www.qfi.com*
SYSCO Corporation	*www.sysco.com*
Tyson Foods	*www.tyson.com*

Other available Web sites are listed on Teaching Aid 83, ***Food Safety and Sanitation Web Sites.***



Notes

#1 EDUCATIONAL TOUR

Arrange for students to tour a food supplier or food distribution center. Some large suppliers have videotapes about their businesses. If a tour is not feasible, have students do an Internet search to locate Web sites for large suppliers such as the following:

- Dot Foods
  www.dotfoods.com
- eMac Digital
  www.emacdigital.com
- Harkers
  www.harkers.com
- Quality Performance Food Group
  www.qfi.com
- SYSCO Corporation
  www.sysco.com
- Tyson Foods
  www.tyson.com

(TEKS 14D)

#2 INTERVIEW

Have students who are employed at training stations interview their employers about how food and supplies are ordered, received, and stored. Have students prepare a list of possible questions to ask during the interview. Ask students to write a one page paper of their findings. Have students volunteer to share their essays with the class.

(TEKS 14D)

TAKS WRITING

#3 PROJECT

Use the "string" method to measure the steps taken in food production. Have each student proceed through the steps of preparing a food product while carrying a ball of string. Wrap the string around something at every stop point (e.g., refrigerator door handle, pantry door knob, work area drawer knob). When finished, measure the string.

Key Questions
- Which class member has the shortest string? What does having the shortest string mean?
- How could steps be saved by thinking of an "imaginary string" during food production?

As a follow-up activity, have students compete with themselves by trying to use less and less string to perform the same food production techniques.

(TEKS 14D, 14F, 14G)

TAKS MATH

#4 CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion on productivity and work motions. Use Teaching Aid 84, ***Normal and Maximum Work Areas***. Students who are employed can share ways in which their foodservice or production employers utilize this method.

(TEKS 14D, 14F, 14G, 14I)

TA 84 Normal and Maximum Work Areas

TAKS MATH

Key Questions
- Why should tools and supplies be placed within these areas?
- How does this save time and energy?

As a follow-up activity, have students develop posters showing ways to save time and energy. Suggestions for posters include arranging work within the proper working area, prepositioning tools and supplies so they are ready to grasp in the appropriate order, minimizing body movements, using both hands whenever possible, disposing of finished work by dropping it to its destination, varying position to prevent fatigue, using proper illumination for work, and minimizing holding of work by either hand.

(TEKS 14D, 14E, 14F, 14G, 14I)

#5 GUEST SPEAKER

Have students read page 252, Menu Specifications, in the Reference Book. Invite a produce manager from a local purveyor or wholesale food distributor to discuss factors to consider in choosing and ordering produce. If possible, follow with a field trip to a local wholesale food distribution center, where students can view procedures used when working with and buying produce. The tour could also help students better understand the other forms of food, such as dairy products, meat, fish, and poultry available in wholesale quantities.

Key Questions
- What forms do various foods come in?
- What convenience foods are used in foodservice?
- Who determines the wholesomeness of foods?

(TEKS 14D, 14E, 14F, 14G, 15F)

TAKS READING

#6 GROUP ACTIVITY

Have students examine menus from various hospitality establishments to determine the different types of foods available. Categorize the items and compare the number of each of the items on the menu to the number of other items. Item categories might include: meat, fish, poultry, cheese dishes, breads, desserts, salads, and pastries.

Key Questions
- How would the geographic location of the foodservice establishment influence the types of items available?
- How does current public interest in health and nutrition influence menu selections in restaurants?
- Which types of items are offered most? offered least?

(TEKS 14D, 14E, 14F, 14G, 14I)

TA 85 Recipe Components

TAKS READING   TAKS SCIENCE

#7 CLASS DISCUSSION

Lead a class discussion using Teaching Aid 85, ***Recipe Components.*** Show students how to locate the following information on the recipe:
- Name of dish to be made
- Yield (number of servings) the recipe will make
- Ingredients

- Amounts of ingredients
- Cooking method and temperature
- Cooking time
- Method of preparation
- Type and size of utensils and tools

Note: If you have students who have difficulty reading, you might begin the study of recipe components by using an illustrated recipe.

Key Questions

- What other types of information may be found with recipes that are not addressed here (e.g., nutritional information, serving suggestions)?
- What is the general formatting or layout of recipes? Why is this important?
- What are some reasons for providing the types and sizes of utensils and tools used for preparing the recipe?

#8 GAME

Provide copies of Teaching Aid 86, ***Abbreviations Used in Food Preparation,*** for students to read.

Have the class take part in an "Abbreviation Relay." Divide the class into two teams, and have teams line up in two rows in front of the board. (Large sheets of paper taped to a blank wall can be used in place of a blackboard.) Two identical lists of abbreviations of measurement terms are written on the board. Appoint one student as the facilitator and two students as timekeepers (one for each team). When the facilitator calls "Go," the team members attempt to write out one abbreviation in full. The timekeeper times one minute for each team member to write the abbreviation. Team members may take less time than one minute, but may not go over one minute. When that team member finishes the word, the member moves to the back of the line. Members must answer, even incorrectly, every time they go to the board. As the game progresses, team members may attempt a new abbreviation or correct what a teammate has done. When a team feels it has completed the list correctly, the members can call time. In scoring, a "+5" is given for each correct answer, and a "-5" is deducted for each incorrect answer. In the second round, the measurement terms are written in a word list, and the team members attempt to write the correct abbreviations for the measuring terms.

Variation: To enhance learning Jeopardy can be played using the abbreviations. Teaching Aid 40, ***"Jeopardy" Game Instructions***, provides directions for the game.

(TEKS 14D, 14E, 14F, 14G, 14I)

TA 86 Abbreviations Used in Food Preparation

TA 40 "Jeopardy" Game Instructions

TAKS READING

TAKS MATH

TAKS SCIENCE

#9 LABORATORY EXPERIENCE

Display a chart of standard substitutions for ingredients, or have students refer to Teaching Aid 87, ***Standard Substitutions***. Explain its use to students. Divide the class into groups. Have every two groups prepare an identical simple dish – one group using a substitute ingredient. Distribute copies of Teaching Aid 88, ***Product Evaluation***. Have students evaluate the finished products and complete the Teaching Aid.

(TEKS 14D, 14E, 14F, 14G, 14I)

TA 87 Standard Substitutions

TA 88 Product Evaluation

TAKS READING

TAKS SCIENCE

(TEKS 14D, 14E, 14G)

TA 89 Adjusting the Yield of a Recipe

TAKS READING TAKS MATH

#10 PROBLEM SOLVING

Have students review information on Teaching Aid 89, ***Adjusting the Yield of a Recipe***, and read the information on page 255 of the Reference Book about yield and conversion formula. Web sites, such as *www.chefdesk.com,* also give information on adjusting the yield of a recipe. Have students find recipes that serve less than eight people. Instruct students to increase the yield of their recipes to 20 servings. Provide the class with a recipe which yields 50 servings, and have them reduce this to a 20 serving recipe.

(TEKS 14D, 14F, 14G, 14I, 15F)

TA 90 Convenience Foods Product Evaluation

TAKS READING TAKS SCIENCE

#11 LABORATORY EXPERIENCE

Have students draw an assignment card and prepare the food item on the card. Explain to students that half of the foods will be prepared using convenience food items and the other half will be the same food item using the traditional recipe. Assignments might include:

- soups (frozen, dehydrated, canned, and recipe)
- chicken (fresh, prebreaded)
- cheese dishes (processed, cheddar)
- rice (quick-cooking, brown, microwave white)
- oatmeal (regular, quick cooking, and instant)
- quick breads (recipe and convenience product)
- pie crust (recipe and frozen)
- pie filling (dried or canned sliced fruit)

Have students use Teaching Aid 90, ***Convenience Foods Product Evaluation***, to keep a record of preparation time and to record their evaluations.

Key Questions

- Which method saves the most time?
- How do the two methods compare as far as finished product (e.g., taste, texture, appearance)?
- How does the use of convenience foods affect the foodservice plan for meeting customer needs and wants?
- Which method saves the most time?
- How do the two methods compare as finished products (e.g., taste, texture, appearance)?

(TEKS 14D, 15F)

TAKS WRITING

#12 RESEARCH/WRITTEN EXERCISE

Have students survey restaurants in the local area to determine which ones use convenience products, such as pastry products. Have students research what products are purchased "ready-to-serve" and what products are made in the kitchen. Have students write a brief report on their findings and discuss them in class.

(TEKS 14D, 14E, 14F, 14G, 14I, 14J)

TAKS READING TAKS SCIENCE

#13 RESEARCH/VISUAL DISPLAY

Have students research types of fish and shellfish that are appropriate for cooking with the dry-heat method and the moist-heat method. Have students draw a cooking method from a container. Categories for dry-heat methods include broiling and grilling, baking, sauteing, and pan-frying. Categories for moist-heat methods include steaming (this may include using the microwave), poaching, and simmering. Have students create a visual display that includes the type of cooking method, selections of fish and shellfish appropriate for the chosen method, and a recipe. Have students use classroom materials, library resources, food magazines, and the Internet to locate information. Potential resources include the following Web sites:

- Adelphia Seafood–recipes
  www.adelphiaseafood.com/recipes/recipe.htm
- FreshFish4u.com
  www.chamtech.com/fishnet/recipes

This strategy may also be used for poultry, meat, eggs, or vegetables.

#14 DEMONSTRATION/LABORATORY EXPERIENCE

Have students view the video *Meat Cooking Techniques* or some similar video. Demonstrate methods for determining the doneness of meat: how to take internal temperature, how to use a time/weight/temperature cooking chart, and how to test doneness by feel. Divide the class into lab groups. Provide each group with three cuts of meat. Have students practice determining the doneness of meat using the demonstrated methods. Evaluate performance and accuracy. **Note:** This teaching strategy can be adapted for poultry.

(TEKS 14D, 14E, 14F, 14G, 14I)

TAKS MATH

TAKS SCIENCE

#15 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each lab with the following supplies and equipment: one pound of ground beef, water, a portion scale, a turner, a boning knife, three small frying pans (one with a lid), and three small plates. Have students label the plates, #1, #2, and #3. Distribute Teaching Aid 91, ***Laboratory Experience: Ground Beef***. Instruct students to follow the directions and complete the worksheet for a grade.

(TEKS 14D, 14E, 14F)

TA 91 Laboratory Experience: Ground Beef

TAKS SCIENCE

#16 LABORATORY EXPERIENCE

Arrange a display of different labeled spices, herbs, and extracts for a "Sensory Lab." Distribute copies of Teaching Aid 92, ***Sensory Lab Worksheet***. Have students complete the Teaching Aid. As a follow-up activity, have students compare answers with those of other class members.

(TEKS 14D, 14E, 14F, 14I)

TA 92 Sensory Lab Worksheet

TAKS READING

TAKS SCIENCE

#17 LABORATORY EXPERIENCE

Lead students in a review of preparing and serving appetizers on Teaching Aid 93, ***Preparing and Serving Appetizers***, and also Holding and Storage Techniques on pages 261-263 of the Reference Book. Have students prepare and serve simple appetizers, giving attention also to attractive presentation.

Variation: Have FCCLA members prepare appetizers for a departmental open house. Divide the class into pairs or lab groups. Instruct each pair or group to choose a recipe and prepare an appetizer. Two members should

(TEKS 14D, 14F, 14G, 14I)

TA 93 Preparing and Serving Appetizers

TA 94 Time Schedule Template

TA 95 Production Schedule Template

TAKS READING

TAKS SCIENCE

FCCLA

be assigned to refill trays and beverage containers each hour of the day as teachers attend the open house. If the open house lasts for several hours, choose hors d'oeuvres and canapés that refrigerate well without becoming limp or soggy. Have students plan the open house using Teaching Aid 94, ***Time Schedule Template***, and Teaching Aid 95, ***Production Schedule Template***. Another activity is to have students take orders from teachers and office personnel to provide appetizers for club or organization meetings. For example, arrange to prepare and serve appetizers for a PTA meeting at which information is given on FCCLA. Following the event, evaluate the decisions that were made and the success of the project.

Key Questions

- How can appetizers be made more attractive?
- What types of serving dishes are used with appetizers?
- What variety of appetizers could be served?
- How can appetizers be kept from becoming limp or soggy?
- What special holding and storing techniques will be needed?
- How will serving temperature be a factor in deciding what to serve?
- Which appetizers can be prepared in advance?
- How can the quantity be determined?
- What serving equipment will be required?

#18 CLASS DISCUSSION/PROJECT

(TEKS 14D, 14E, 14F)

Lead a class discussion on the various ways vegetables and fruits can be used in menus. Refer to page 260 of the Reference Book. Have students give examples of vegetables and fruits as appetizers, soups, entrees, accompaniments, and desserts. As a follow-up activity, have students plan three different menus for lunch and dinner using the Food Guide Pyramid for determining numbers of servings. Have students provide nutritional information on the types of vegetables and fruits used in the menu planning.

Key Questions

- Which vegetables can be served as an entree?
- What food group compliments vegetable protein to make it complete?
- How many servings of vegetables and fruits should be eaten daily?
- What are the serving sizes?
- What vitamins are provided by vegetables and fruits?

#19 EDUCATIONAL TOUR

(TEKS 14D, 14F, 14G, 14H, 14I)

Arrange for students to visit a wholesale food distribution center or farmer's market. Ask the professional to discuss types of vegetables and fruits, including such information as the selection process, storage methods, and cleaning.

Key Questions

- How should vegetables and fruits be prepared to prevent loss of nutrients?
- How can discoloration be prevented on cut fruits, such as bananas and avocados?
- How can lettuce be made crisp?
- Where were most of the vegetables and fruits grown?

#20 LABORATORY EXPERIENCE

Divide the class into lab groups. Tell students that this lab is to determine the effect of cooking procedures on color and texture of vegetables. Provide each lab group with the following supplies and equipment: one pound of vegetables (e.g., broccoli, brussel sprouts, spinach, or any frozen vegetable), two saucepans with lids, a liquid measuring cup, a colander, two small bowls, and a fork. Distribute copies of Teaching Aid 96, ***Cooking Procedures for Vegetables***. Instruct students to follow the directions and complete the worksheet for a grade.

(TEKS 14D, 14F, 14G, 14I)

TA 96 Cooking Procedures for Vegetables

TAKS SCIENCE

#21 LABORATORY EXPERIENCE/CLASS DISCUSSION

Divide the class into lab groups. Have one person from each group draw a slip of paper on which is written an age group or an occasion from a container. Some examples include a four-year-old's birthday party, a holiday dinner for the family, and a nursing home patient tray. Provide a selection of different fruits and appropriate garnishes. Have each group display their garnished fruit plate to the class and explain why each plate is appropriate for the occasion and why each garnish was chosen. Lead a class discussion on ways each plate could be changed to make it appropriate for other age groups and occasions.

Lead a class discussion on treating peeled and sliced fruits that darken when exposed to air, for example bananas and apples. Have students demonstrate ways to prevent discoloration using ascorbic acid, lemon juice, and simple syrup.

Key Questions
- Why is it important to treat fruits to keep them from darkening?
- What types of desserts would require this treatment?

(TEKS 14D, 14E, 14F, 14G, 14I, 15F)

TAKS SCIENCE

#22 LABORATORY EXPERIENCE

Prepare a breads lab by displaying various types of breads used for sandwiches. Show the different types of breads and discuss the characteristics needed to make a good sandwich. Show examples of stale bread, very fresh bread, breads of different sizes, and bread that crumbs or tears easily. Provide samples of the different breads for students to taste.

Key Questions
- What is considered the most common sandwich bread?
- How is the thickness of the bread slices determined?
- Why is day-old bread best for sandwiches?
- How does the amount of filling vary with different sizes and types of bread?

(TEKS 14D, 14E, 14F, 14G, 14I, 15F)

TAKS SCIENCE

#23 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each student with a copy of Teaching Aid 97, ***Laboratory Experience: Gluten***. Instruct students to follow the directions and complete the worksheet for a grade.

(TEKS 14D, 14E, 14G, 14I)

TA 97 Laboratory Experience: Gluten

TAKS READING

TAKS SCIENCE

(TEKS 14D, 14E, 14F, 14G, 14H, 14I, 15F)

#24 OBSERVATION/PROJECT

Instruct students to visit a foodservice establishment that offers a salad bar. Have students answer the following questions:

Key Questions

- Where is the salad bar located? Is it centrally located or off to the side?
- What does the location of the salad bar say about its popularity with the dining public?
- What types of ingredients and dressings are available?
- What equipment and utensils are available for customers?
- How often is the salad bar checked for cleanliness and restocking?
- Why must portion control be considered in self-service?
- What special sanitation and upkeep problems are involved with salad bars?

As a follow-up activity, have students design a salad bar. Instruct students to show the ingredients the salad bar would feature, the layout of the foods, the needed equipment, and any sanitation concerns that should be addressed. Have students share their designs with the class.

(TEKS 14D, 14E, 14F, 14G 14I)

TA 98 Identify the Correct Portion

TAKS MATH

#25 CLASS DISCUSSION/LABORATORY EXPERIENCE

Lead the class in a discussion on *portioning* and *portion control*. Use Teaching Aid 98, ***Identify the Correct Portion***, and refer to Food Portioning on page 261 of the Reference Book. As a follow-up activity, cut a purchased cake into enough different sized pieces to serve each student in the class. Place a toothpick with a number (a sequential number for each student in the class) attached in each piece of cake. Have students draw a matching number from a container. Serve each student the portion of cake that matches the number drawn. Compare portion sizes. While eating the cake, ask students to consider the portion size.

Key Questions

- What is portioning?
- What is portion control?
- How does portioning help in cost control?
- What would happen to customer relations if a restaurant served both large and small servings of cake for the same price?

(TEKS 14D, 14F, 14G, 14I)

TA 99 Portioning Tools

TAKS MATH

#26 DEMONSTRATION/GROUP ACTIVITY

Set up a display of tools used in portioning various foods or use Teaching Aid 99, ***Portioning Tools***. Divide the class into small groups. Explain and demonstrate the uses of each tool to the small groups, and then have that group demonstrate and explain the use of its tool to the class.

(TEKS 14D, 14F, 14G, 14I)

TAKS MATH

#27 PROBLEM SOLVING

Lead a class discussion on the amount of mixed fruit, such as fruit cocktail, needed to serve ten people. Have students count out the correct number and size of dishes needed for serving the group. Ask students to determine the correct size portioning tool and fill the dishes.

Key Questions
- Why is it necessary to know the number of people to be served?
- Why is portioning so important in foodservice?

#28 LABORATORY EXPERIENCE

Have students serve a buffet meal to the FCCLA chapter or another group at one of their meetings. Instruct students to portion food, giving each person an equal amount, and place the food on the dishes paying particular attention to the appearance of the food on the plate.

(TEKS 14D, 14E, 14F, 14G, 14I, 15F)

FCCLA TAKS MATH

#29 LABORATORY EXPERIENCE

Divide the class into six lab groups. Provide each group with three or four leaves of lettuce or salad greens (any type). Tell students that this lab is to compare how different storage methods affect salad greens. Give each group one set of directions with space where members can record their group number (one to six) and the names of the group members. Have each group prepare and store its greens according to the directions provided:

Group 1: Wash greens. Place in a salad bowl. Do not cover. Refrigerate.
Group 2: Wash greens. Cover with cold water. Do not cover. Refrigerate.
Group 3: Wash greens. Shake the leaves to remove most of the water clinging to the leaves. Place in a salad bowl. Cover with a clean damp towel. Refrigerate.
Group 4: Wash greens. Shake the leaves to remove most of the water clinging to the leaves. Place in a plastic bag. Seal the bag. Refrigerate.
Group 5: Wash greens. Sprinkle with salt. Place in a salad bowl. Cover securely with plastic wrap. Refrigerate.
Group 6: Wash greens. Tear the leaves into bite-size pieces. Place in a salad bowl and mix with 1 teaspoon of oil and vinegar dressing. Cover securely with plastic wrap. Refrigerate.

Note: Have Group 1 wash the greens and distribute the leaves to the other labs. After 24 hours, display the greens. Have students describe the texture and appearance of each sample.

(TEKS 14D, 14E, 14F, 14G, 14I)

TAKS SCIENCE

Key Questions
- What conclusions can be drawn from this lab experience about the preparation and storage of salad greens?
- How do storing greens in a commercial refrigerator differ from storing greens in a domestic refrigerator?

#30 RESEARCH/ORAL PRESENTATION

Divide the class into small groups. Assign each group one of the topics listed on Teaching Aid 100, ***Food Safety Education***. Have students use the library, class resources, and the Internet to gather information on solving their assigned problem. A valuable Web site is the Food Safety and Inspection Service at *www.fsis.usda.gov* Other available Web sites are listed on Teaching Aid 83, ***Food Safety and Sanitation Web Sites***.

(TEKS 14D, 14H)

TA 100 Food Safety Education

TA 83 Food Safety and Sanitation Web Sites

TA 101 Hot and Cold Holding Temperatures

TA 102 Cooling Methods

TA 103 How to Safely Thaw Frozen Foods

TAKS READING

TAKS MATH

TAKS SCIENCE

Have students develop a PowerPoint or slide presentation. Have each group give a presentation over its research.

Based on the findings, have students compile the information and display the key points on posters or Fact Sheets. Teaching Aid 101, ***Hot and Cold Holding Temperatures***, Teaching Aid 102, ***Cooling Methods***, and Teaching Aid 103, ***How to Safely Thaw Frozen Foods***, can be used as information sheets.

Key Questions

- What are the proper guidelines for holding hot foods?
- What are the proper guidelines for holding cold foods?
- What are the different types of food thermometers?
- How should food thermometers be used?
- What temperature should hot foods be maintained?
- What temperature should cold foods be maintained?
- How should frozen meats be thawed? other frozen foods?
- What are the proper guidelines for cooling cooked foods?

Variation: Have each group research a specific government agency (Food and Drug Administration, Department of Health, United States Department of Agriculture) about the agency's role in food safety and sanitation.

#31 VIDEOTAPE

(TEKS 14D, 14F, 14G, 14H)

TAKS SCIENCE

Have students view videotapes, such as the following:

- *Food Safety and Sanitation*
- *Food Safety: Protecting At-Risk Populations*
- *Introduction to Foodborne Illness*
- *Kitchen Food Safety*
- *HACCP: A Basic Understanding*

The videotapes provide important information and serve as excellent springboards for discussion. Additional videotapes on specific topics in food safety and sanitation are listed in the Resources section.

#32 INTERVIEW

(TEKS 14D, 14H)

Have students interview a foodservice supervisor, manager, or health department representative to learn about the problems faced by foodservice facilities in maintaining food safety and sanitation. Have students develop a list of possible interview questions. Interviews could also be conducted through e-mail or a telephone interview. Have students report their findings to the class.

Sample Interview Questions

- What types of training are in place for new employees?
- How often are employees required to attend food safety education workshops?
- What types of food safety checklists are in place for the establishment? How often is the operation checked using these forms? Who performs the inspection?

#33 VIDEOTAPE/PROJECT

(TEKS 14D, 14H)

TAKS SCIENCE

The Hazard Analysis Critical Control Point (HACCP) Model is a quality control food safety system. Have students view a videotape, such as *HACCP: A Basic Understanding*. Lead students to discuss the videotape and the information provided in the Reference Book.

Key Questions

- When referring to quality control of food safety, what is meant by "critical control point"?
- Why does HACCP work as a quality control system in the foodservice industry?

If feasible, use the HACCP training materials in helping the students utilize the food safety management system throughout the program.

Variation: Have students prepare a recipe or a meal using the HACCP critical points.

#34 SIMULATION

(TEKS 14D, 14H, 14I)

TAKS READING

TAKS SCIENCE

Have students look at a sample inspection report for a foodservice establishment (available from the local, county, or state health department). Lead students to discuss the items that are inspected.

Key Questions

- Why are the items on the report inspected?
- How frequently are inspections conducted?

As a follow-up activity, have students conduct an inspection of the foodservice laboratory using a list of sanitation codes obtained previously from the city, county, or state health department. Make plans for improving sanitary practices in the laboratory, if needed.

Students employed at training stations might work with the employer in examining the latest inspection reports for that foodservice establishment.

#35 BRAINSTORMING/SCENARIO

(TEKS 14D, 14H, 14I)

TA 104 Well-Groomed Employees

TA 105 Well-Groomed?

TA 106 Guidelines for a Classroom Debate

Lead students to brainstorm the meaning of *personal sanitation*. Discuss the definition and compare it to the following definition: "Personal sanitation is cleanliness resulting from the good grooming habits by an individual."

Using Teaching Aid 104, ***Well-Groomed Employees***, as a transparency, have students identify characteristics of a well-groomed employee.

Key Questions

- What are some examples of good grooming habits?
- What grooming habits are important for foodservice employees?
- What are some personal sanitation habits that a foodservice employee should follow?
- What are some hygienic practices a food handler should follow?

Divide the class into groups. Provide copies of Teaching Aid 105, ***Well-Groomed?*** Have each group decide whether the employee in each scenario is practicing good grooming habits.

Have students discuss their answers. For any scenarios that the groups disagree on, have students research for justification of their answers and conduct a classroom debate. Guidelines for a class debate are provided on Teaching Aid 106, ***Guidelines for a Classroom Debate.***

#36 GUEST SPEAKER

(TEKS 14D, 14G, 14I, 14J)

TAKS SCIENCE

Invite a foodservice manager, chef, or other professional to discuss tasks assigned to foodservice workers that require handling and storing uncooked meats. **Note:** This teaching strategy can be adapted for poultry and fish.

Key Questions

- How should meats be prepared for storage in the refrigerator?
- How should meats be prepared for the freezer?
- How should meats be thawed?
- How is storage of canned meats different?
- How should leftover meats be stored? How long should the meats be stored?

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Food Production and Services
- STAR Events: Culinary Arts; Illustrated Talk

Chapter 25

Beverages

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14A Describe roles and responsibilities in food and beverage operations.

14C Perform appropriate tasks according to industry standards.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

Chapter Vocabulary

- activated charcoal
- beverage station
- brewed coffee
- buttermilk
- caffeine
- cappuccino
- chocolate drink
- chocolate milk
- demitasse
- espresso/expresso
- fill line
- homogenized milk
- punch
- skim milk
- steeped
- whole milk

RESOURCES

Books

National Restaurant Association Educational Foundation (2002). *The Right Mix: Managing for Profit in Bar and Beverage Service*. New York, NY: John Wiley & Sons, Inc.

Know, K., & Huffaker, J. S. (1996). *Coffee Basics: A Quick and Easy Guide*. New York, NY: John Wiley & Sons, Inc.

Matzen, T., & Harrison, M. (2001). *Start and Run Coffee Bar (2nd ed.)*. Self-Counsel Press, Inc.

Schultz, H., & Yang, D. J. (1999). *Pour Your Heart into It: How Starbucks Built a Company One Cup at a Time*. New York, NY: Hyperion Press.

Videotapes

Biography *www.biography.com*
Gallo Brothers

The Curriculum Center for Family and Consumer Sciences, Texas Tech University.
- *Blue Bell Ice Cream*
- *The Dairy Plant*
- *Food Safety: Dairy Details*

Web Sites

About.com
www.coffeetea.about.com

Coffees.com
www.harvardespresso.com

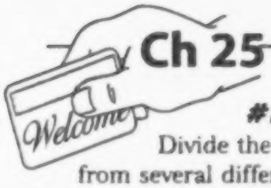
Got Milk?
www.whymilk.com

National Coffee Association of USA, Inc.
www.ncausa.org

National Dairy Council
www.nationaldairycouncil.org

Recipezaar
www.recipezaar.com

Tea Home Page
www.tea.co.uk



Notes

#1 VISUAL DISPLAY

Divide the class into small groups. Provide groups with menus from several different types of foodservice establishments. Instruct students to note the types of beverages offered and their prices. Have groups develop charts illustrating types of beverages served along with prices. Compare beverages and prices.

(TEKS 14A)

#2 EDUCATIONAL TOUR/WRITTEN EXERCISE

Arrange for students to tour a hospitality establishment to become familiar with the correct preparation and serving methods for different types of beverages. Ask the manager or guide to demonstrate preparation methods for the different beverages. Some examples of beverages include iced water, coffee, tea, fruit and vegetable drinks, and dairy beverages. As a follow-up activity, have students complete Teaching Aid 107, ***Educational Tour Summary***. If a tour is not possible, invite a restaurant manager to speak to the class about preparating and serving beverages.

(TEKS 14A, 14C, 14F)

TA 107 Educational Tour Summary

TAKS READING TAKS SCIENCE

Key Questions

- What types of seasonal beverages are popular?
- What types of technology are used in beverage service?
- How are products selected?
- What type of training is required for beverage preparation?

#3 INTERNET SEARCH/PRESENTATION

Have students use the Internet to gather information on coffee or tea. Have students visit pre-selected Web sites or perform a search. Instruct students to write a brief report on the topic of their choice. Have students share their findings with the class. Some ideas for topics include types of coffee or tea, brewing tips, types of coffee or tea makers, storing methods, grinding methods and machines, specialty coffees and teas, and cleaning the brewing equipment.

(TEKS 14A, 14C, 14F)

TAKS WRITING

Potential resources include the following Web sites:

- National Coffee Association of USA, Inc.
  www.ncausa.org
- Coffees.com
  www.harvardespresso.com
- About.com
  www.coffeetea.about.com

#4 LABORATORY EXPERIENCE/DEMONSTRATION

Divide the class into small groups. Have different types of teas available for demonstration and taste testing. For example, bulk teas, tea bags, instant tea, iced tea, and different flavored teas (e.g., chamomile, English teas, green tea). Have each group prepare a demonstration that includes the type of tea, brewing method, and suggested sweeteners. Following the class demonstrations, have students taste test the various teas.

(TEKS 14A, 14C, 14F)

TAKS SCIENCE

#5 VIDEOTAPE/VISUAL DISPLAY

(TEKS 14A, 14C, 14F)

Have students view a video focusing on dairy products. Examples of videos include *Blue Bell Ice Cream*, *The Dairy Plant*, and *Food Safety: Dairy Details*. As a follow-up activity, divide the class into small groups. Instruct students to prepare a visual display that provides information on milk, types of milk, service of milk or dairy beverages. The visual display may be a poster, bulletin board, brochure, or newsletter. Have students use classroom materials, library resources, and draw from facts presented in the video(s). Have each group present their visual display to the class.

#6 LABORATORY EXPERIENCE

(TEKS 14A, 14C, 14F)

TA 108 How to Use a Recipe

TAKS SCIENCE

Provide lab groups with recipes for making milk drinks (i.e., shakes, smoothies, hot chocolate, cocoa). Have students review Teaching Aid 108, ***How to Use a Recipe***. Potential Web site resources include the following Web sites:

- Got Milk?
  www.whymilk.com
- National Dairy Council
  www.nationaldairycouncil.org
- Recipezaar
  www.recipezaar.com
  Key words: beverages, smoothies, and shakes

#7 LABORATORY EXPERIENCE

(TEKS 14A, 14C, 14F)

TAKS SCIENCE

Have students choose a partner, draw an assignment slip, and prepare the assigned beverage. The assignments can include coffee, tea, cocoa, iced water, milk, milk shakes, fruit and vegetable drinks, and carbonated beverages. Students should be able to demonstrate knowledge of preparation, accepted standards, garnishing, and serving techniques.

#8 LABORATORY EXPERIENCE

(TEKS 14A, 14C, 14F)

TAKS SCIENCE

Guide students to plan and implement one of the following activities:

- Invite teachers to a "coffee house." Serve coffee with chocolate ice cream, garnished with nutmeg or with whipped cream and chocolate slivers.
- Have a "tea time" for teachers. Serve tea with various garnishes and an assortment of cookies or tea sandwiches.
- Serve another class hot chocolate. Use a variety of garnishes, such as whipped cream, ice cream, or marshmallow products.

FCCLA

Note: This can be a fund-raising activity. Have FCCLA members set up a hot chocolate booth and sell the garnished drink to the student population.

#9 VIDEOTAPE

Have students view a video on a beverage company, how it was started, and how it is run. Examples of such videos may be found from the History Channel or the Biography Channel. *Biography: Gallo Brothers* is one such video.

(TEKS 14A)

FCCLA ACTIVITIES

- Leaders at Work: Food Production and Services
- STAR Events: Illustrated Talk; Culinary Arts

Chapter 26

Presentation

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14E Apply nutrition principles in food and beverage planning, preparation, and presentation.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

Chapter Vocabulary

arrangement
balance
composition
food presentation
garnish
hippen masse
plate dusting
plating
proportion

RESOURCES

Books

Ferguson, V. (2000). *Stunning Garnishes.* Southwater Publishing.

Lycett. S. (1999). *Served with a Flourish: Unique Food Presentation for Every Occasion.* San Diego, CA: Laurel Glen.

Molt, Mary K. (2001). *Food for Fifty* (11th ed.). Upper Saddle River, NJ: Prentice-Hall.

Videotape

Hospitality Management Garnish Videos
www.ag.uiuc.edu/~food-lab/resources/videos/garnish

Web Sites

American Culinary Federation
www.acfchefs.org

Food Presentation and Garnishing
www.homecooking.about.com/cs/foodpresentation

Garnish Demonstrations - online videos
www.ag.uiuc.edu/~food-lab/resources/videos/garnish

Garnishing Place
www.garnishingplace.com

Internet Search Engines
www.google.com
www.altavista.com
www.looksmart.com
www.yahoo.com

Ch 26

#1 DISCUSSION

Provide several plates of food: some that represent good composition and some that do not. Have students analyze the plates and discuss the composition of the different plates.

Notes

(TEKS 14E, 14F)

Key Questions
- Which plates show balance? How?
- What garnishes are used? Why?
- How is proportion shown in the plates?
- How does the arrangement of the food on the plate affect the composition of the plate?
- What roles does the color or border of the plate have in the composition of the plate?

#2 LABORATORY EXPERIENCE

Lead students to create a dinner menu. Have them consider the color, shapes, and texture of the foods for the menu. Have students create creative visuals of the planned meal and present their visual displays to the class. Have the class vote on specific selections from the presented menus to prepare in class. Have students prepare, plate, and garnish the food. Evaluate the plating and presentation of the different foods.

(TEKS 14E, 14F)

TAKS WRITING

#3 VIDEOTAPE/VISUAL DISPLAY

Have students view a food presentation and artistic techniques video, such as the ones at *www.ag.uiuc.edu/~food-lab/resources/videos/garnish*

(TEKS 14E, 14F)

Key Questions
- What types of examples were provided for food presentation?
- How does food showmanship add to the appeal of foods?

As a follow-up activity, have students prepare posters illustrating types of food presentation and artistic techniques. Provide a variety of food magazines from which students can obtain pictures. Display the posters in the classroom.

#4 VIDEO/LABORATORY EXPERIENCE

Have students view a video on food garnishing or view Teaching Aid 109, ***Fruit and Vegetable Garnishes.*** Have students work in groups to prepare a demonstration for the class on how to prepare and arrange simple food garnishes. Limit the demonstrations to five to ten minutes each.

(TEKS 14E, 14F)

TA 109 Fruit and Vegetable Garnishes

Variation: Have students work in groups to visit preselected Internet Web sites to get ideas and recipes for food garnishing. Have students use a word processor to print out the directions to put into a "Food Garnishes" folder for classroom use. Allow time for each group to demonstrate its food garnishing recipe for the class.

Potential resources include the following Web sites:
- Food Presentation and Garnishing
  www.homecooking.about.com/cs/foodpresentation
- Garnish Demonstrations - on-line videos
  www.ag.uiuc.edu/~food-lab/resources/videos/garnish

#5 CLASS DISCUSSION

(TEKS 14E, 14F)

Lead a class discussion on garnishing and serving different types of desserts. Explain the importance of selecting appropriate garnishes to enhance eye appeal through use of contrasting color, texture, and flavor.

Key Questions
- Why are garnishes used on desserts?
- What are the most commonly used garnishes?
- What are some factors to consider when selecting garnishes for desserts?

#6 GUEST SPEAKER

(TEKS 14E, 14F)

TAKS MATH

Invite a chef to speak to the class about the presentation techniques often used. Request a demonstration of various presentation styles used by the chef. Additionally, have the chef explain the cost, in time and effort, of having special presentations and whether this does or does not add to the profit of the restaurant. Have students prepare additional questions in advance.

#7 GUEST SPEAKER

(TEKS 14E, 14F)

Invite a caterer to visit the class to demonstrate special assembling, cutting, garnishing techniques, wrapping, and storing sandwiches. Examples might include checkerboard, ribbon, open, pinwheel, and two-tone sandwiches; special cuts; and garnishes.

Key Questions
- What garnishes were used?
- What is the purpose of garnishing sandwiches?
- When should toothpicks be used?
- What garnishes are the easiest to use? more difficult?
- What are the advantages and disadvantages of some of the different special cuts used for sandwiches?
- What are some concerns that should be considered when adding these items to a menu (e.g., employee/guest safety, storage, training)?
- How might serving these sandwiches increase customer satisfaction?

#8 VISUAL DISPLAY

(TEKS 14E, 14F)

TAKS READING

After reading Packaging Techniques on page 281 of the Reference Book, instruct students to collect various types of packaging used by restaurants, either from their job site or from local restaurants. Display the items collected by the students, and lead a discussion on the attributes of the packages. Explain to the class that they will have a competition for the best packaging design. Divide the class into groups, and have each choose a food and a restaurant for which to design a package. Allow students time to work in their groups and to implement their design. Have each group present their packaging and explain the positive aspects of it. Give awards, such as Best Design, Most Creative, Most Useful.

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Food Production and Services
- STAR Events: Culinary Arts; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 27

Serving Methods

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

- 14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.
- 14G Select equipment and utensils appropriate for prescribed tasks.
- 14I Practice safety and sanitation procedures in food and beverage operations.

Chapter Vocabulary

- art of service
- course
- expediter or expo
- house specials
- marketing the menu
- party
- reference point
- sidework
- silencer
- station
- table tents
- tines
- upselling the menu

RESOURCES

Book

Largen, V. L., & Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Web Sites

CuisineNet Digest: Seamless Service
www.cuisinenet.com/digest/custom/restaurant/seamless_service.shtml

Hospitality News
www.hospitalitynewsgroup.com

Hosteur Magazine–student Webzine of CHRIE
www.chrie.org/public/publications/hosteur/hosteur.html

National Restaurant Association
www.restaurant.org

Robbie Haferkamp's Web Site
Select Fancy Napkin Folds
www.robbiehaf.com

WaitersWorld
www.waitersworld.com

Ch 27

Notes

#1 ROLE PLAY

Have students practice and discuss correct techniques for greeting and seating guests and presenting menus as outlined on pages 284-285 of the Reference Book. Have students take turns playing various roles. "Guests" should be grouped in different sized parties to present a variety of possibilities for the practice session.

(TEKS 14F)

Key Questions
- What should the host/hostess do if the party does not have reservations?
- How might the size of the party affect where the greeter seats the guests?
- What should be done if guests cannot be seated immediately?
- To whom should the first menu be presented?
- From which side are menus presented?
- What information should be provided while guests study the menu?

#2 ROLE PLAY

Divide the class into groups to role play the correct procedures for taking orders. As each group presents its role play, lead students to evaluate the techniques demonstrated and suggest ways to improve the procedures. Lead a class discussion on procedures for taking orders.

(TEKS 14F, 14G, 14I)

Key Questions
- How does the employee know that the customer is ready to order?
- How does the employee remember which order belongs to each person?

#3 GROUP ACTIVITY/FIELD TRIP

Duplicate copies of Teaching Aid 110, ***Sample Guest Check***, or provide actual guest check pads for students to practice taking orders. Ask students to review the abbreviations included on pages 287-290 of the Reference Book. Provide sample menus for students to practice taking orders (using abbreviations) from each other. As a follow-up activity, place the written orders in a container. Mix up the orders, and have students draw one and interpret it for the class.

(TEKS 14F)

TA 110 Sample Guest Check

TAKS MATH

Point out to students that many restaurants have servers input their written orders to computer terminals. Arrange a field trip to a restaurant that has agreed to allow students to practice using this type of computer.

Note: If students have trouble writing, list the menu items on the ticket, so the student can check items the customer orders by number; a help for both poor readers and writers is to use numbered menu items so that customers order by number. Make it clear that to be employable as a foodserver, a student must possess sufficient reading and writing skills.

(TEKS 14F, 14I)

#4 PANEL DISCUSSION

Invite some experienced foodservers to speak to the class on placing, timing, and picking up orders. In the panel, include students who are currently employed or have previously worked in foodservice.

Key Questions

- How does the foodserver know when the order is ready?
- Which foods are picked up last?
- What is the best method for checking the order?
- When should serving equipment be collected?

(TEKS 14F, 14G, 14I)

TA 111 Ten Rules for Table Service

#5 GROUP ACTIVITY/DEMONSTRATION

Use Teaching Aid 111, ***Ten Rules for Table Service***, to review guidelines. Divide the class into small groups to demonstrate foodservice techniques for breakfast, lunch, and dinner.

Depending on the number of students, there may be more than one group for each meal service. Ask students in the breakfast group to demonstrate the sequence of steps in serving breakfast by using empty dishes. Have some student "guests" seated at tables. Have students in the lunch and dinner groups show the service of soup, salad, entree, bread, beverage, and dessert. Discuss ways in which the type of meal served affects the table service.

Key Questions

- How is the breakfast customer different from customers at lunch or dinner?
- How does the timing of food and service differ from breakfast, lunch, and dinner?

(TEKS 14F, 14G)

#6 VISUAL DISPLAY

Ask students to identify items needed to set a table. Divide the class into groups, and instruct each group to set a table for a specified meal and a particular type of service. Have each group explain its table setting to the other students. Have students then draw place settings using computer drawing software. Display place settings as posters in the classroom.

(TEKS 14F, 14G)

TA 112 Elaborate Napkin Folds

TAKS READING

#7 INDIVIDUAL ACTIVITY

Have students view a video on decorative napkin folding techniques. (Refer to the Resources List located in the back of this Curriculum Guide for names of distributors). Use Teaching Aid 112, ***Elaborate Napkin Folds***. Explain to students that folding cloth napkins may be part of the sidework duties between serving hours in some restaurants.

Provide cloth napkins for students to practice the different types of folds. For more information, go to *www.geocities.com/robbiehaf*
Explain the importance of using only spotlessly clean napkins and treating all

linens with care. Ask students employed by foodservice establishments to share and demonstrate types of napkin folds not included on the Teaching Aids.

Key Questions

- Which napkin folds were the easiest?
- Which would be the most decorative?

#8 DEMONSTRATION

(TEKS 14F, 14G, 14I)

TA 113 Work Area Duties

TAKS READING

Divide the class into small groups. Explain to students that each group will demonstrate aspects of work area duties as described on Teaching Aid 113, ***Work Area Duties.***

Ideas for demonstrations include but are not limited to the following:

- Tabletop accessories, including proper place settings
- Types of serviceware, including how to select and check for cleanliness
- Setting and resetting tables
- Dusting furniture, walls, and curtains
- Dusting floors
- Vacuuming floors

#9 INTERVIEW/GRAPHIC ORGANIZER

(TEKS 14F, 14G, 14I)

TA 41 T-Chart Template

TA 49 Venn Diagram

TAKS WRITING

Ask students to interview the owners or managers of various types of foodservice establishments. Students who are employed in foodservice may interview their employers or pull from their personal experiences. Have the owners or managers describe the responsibilities of their employees regarding sidework. Students could generate a spreadsheet of the described tasks, and it could be used as a classroom resource.

As a follow-up activity, lead a discussion of the similarities and differences between the sidework duties for different types of foodservice establishments. Divide the class into small groups. Provide each group with copies of Teaching Aid 41, ***T-Chart Template,*** or Teaching Aid 49, ***Venn Diagram.*** Instruct each group to illustrate the differences discussed using T-Charts, Venn Diagrams, or other types of graphic organizers. Have each group share its illustration with the class.

Key Question

- How do sidework duties differ according to types of foodservice establishments, such as fast food, cafeterias, and sit-down dining (i.e., family style and dinner house)?

Variation: Lead a discussion on opening and closing sidework duties. Provide each student with a copy of Teaching Aid 41, ***T-Chart Template.*** Have students complete the Teaching Aid by listing the duties as they are discussed.

Key Questions

- How are the opening and closing duties different? similar?
- What jobs would be done only at the end of the day? why?

Variation: Lead a discussion on types of sidework duties associated with opening and closing the foodservice establishment and duties performed during service hours. Provide each student with Teaching Aid 49, ***Venn Diagram***. Have students complete the Teaching Aid as the types of duties are discussed.

Key Questions
- What types of jobs are continuously performed during the serving hours?
- How do the duties performed at various times of the day differ? How are they similar?

(TEKS 14F, 14G, 14I

TA 114 Steps for Removing Dishes from Occupied Tables

TA 115 Clearing Dishes from a Vacant Table

#10 ROLE PLAY

Use Teaching Aids 114, ***Steps for Removing Dishes from Occupied Tables***, and 115, ***Clearing Dishes from a Vacant Table***, to review guidelines. Set several tables to appear as they might at the end of a meal. Let students role play to practice removing plates using the procedures outlined in the Teaching Aids. Ask students who play the roles of guests to suggest ways to improve the removal of dishes.

TAKS READING

(TEKS 14F, 14G)

#11 CLASS DISCUSSION/GRAPHIC ORGANIZERS

Lead a class discussion on the importance of teamwork in the foodservice industry.

Key Questions
- How are tasks divided among front of the house staff? back of the house staff?
- Why is it necessary to divide tasks?

Divide the class into small groups. Have groups illustrate teamwork by creating graphic organizers or flow charts. Have each group present its visual display to the class.

Possible resources include the following Web sites:
- CuisineNet Digest
  www.cuisinenet.com/digest/custom/restaurant/seamless_service.shtml
- Hosteur Magazine–Student Webzine of CHRIE
  www.chrie.org/public/publications/hosteur/hosteur.html

Variation: Have students visit local foodservice establishments to observe teamwork among front of the house staff. Have students share their observations in class.

Key Questions
- What types of tasks were performed?
- In what ways did the staff work as a team?
- How does working as a team contribute to client satisfaction?

12 INTERVIEW/PRESENTATION

Direct students to interview servers for different banquet or social gatherings. Have students develop questions contrasting and comparing banquet service and restaurant service. Have students create a visual display of the similarities and differences and present their findings to the class.

(TEKS 14F, 14G, 14I)

13 PROJECT

Have students read Marketing Techniques on pages 299-300 of the Reference Book. Instruct them to work together as a team (page 298) to develop an in-house marketing plan. The following may be included:

- table tent displays
- menu inserts
- chalkboard or poster at entrance of establishment to promote specials
- activity kits to entertain children
- upsell the menu
- dessert trays

Guide students in implementing their plan, such as having them use computer graphics for the displays and inserts, collect crayons and design a coloring page for children, etc.

(TEKS 14F, 14G)

TAKS READING

FCCLA ACTIVITIES

- Community Service Project
- Leaders at Work: Food Production and Services
- STAR Events: Illustrated Talk; Chapter Service Project
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

FCCLA

Chapter 28

Food Production Equipment

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

13E Apply available technological innovations to food and beverage operations.
14B Exhibit personal qualities and skills required of foodservice employees.
14D Apply management principles in work roles related to food and beverage operations.
14G Select equipment and utensils appropriate for prescribed tasks.
14I Practice safety and sanitation procedures in food and beverage operations.

Chapter Vocabulary

- baker's scale
- balance scale
- broiler
- compartment steamer
- convection ovens
- conveyor toaster
- dough hook
- espresso coffee machine
- exhaust hood
- flat beater
- food cutter or chopper
- food processor
- food slicer
- gauge
- impingement oven
- infrared oven
- microwave ovens
- pastry blade
- pizza ovens
- portion scale
- pumice brick
- reconstitution oven
- regular or general purpose ovens
- revolving or carousel oven
- spindle blenders
- spring-type scale
- stack ovens
- steamers
- wire whip

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th ed.). New York, NY: John Wiley & Sons, Inc.

Knight, J. B., & Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd ed.). New York, NY: John Wiley & Sons, Inc.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University
Food Service Equipment

Web Sites

The Chef's Catalog
www.chefscatalog.com

The Chef's Resource
www.chefsresource.com

Foodservice.com
www.foodservice.com

Foodservice Equipment Reports
www.fermag.com

National Association of College and University Food Services
www.nacufs.org

North American Association of Food Equipment Manufacturers
www.nafem.org

Ch 28

#1 VIDEOTAPE

Notes

(TEKS 14G)

Have students view a videotape, such as *Food Service Equipment*. Have students complete the questions associated with the video.

Key Questions
- Which of the tools are the students most familiar with?
- Which tools do the students not know how to use?

#2 PROJECT/GAME

(TEKS 13E, 14G)

TAKS READING

Using the categories of equipment discussed in the Reference Book, have students develop a card game or board game featuring all of the items. Pictures of equipment can be copied from the Reference Book or the Student Activity Book. For example, a picture of a piece of equipment could be placed on one side of an index card. On the other side, the name of the tool or utensil, its use, how to care for it, and any other important facts (e.g., where it is located in the kitchen area) could be depicted. The equipment could be categorized and color coded (i.e., cutting equipment could be on yellow index cards, mixing equipment on blue cards, etc.). Instead of index cards, bristol paper or a heavy stock paper could be used.

Several sets of cards could be made so that small groups could use them for playing a game or students could use them on an individual basis.

#3 VISUAL DISPLAY

(TEKS 13E, 14G)

TAKS WRITING

Have students compile a notebook on food production equipment with information such as the kind provided in the previous strategy. The pictures and information could be mounted on an 8 1/2" x 11" piece of paper and placed in a plastic sleeve much like that of a photo album. The notebook could be placed in a prominent place in the lab so that it is easily accessible.

#4 VISUAL DISPLAY

(TEKS 13E, 14G)

TAKS WRITING

Arrange for students to tour a commercial kitchen facility, and point out specific pieces of equipment. Review major categories of food production equipment described in Chapter 28 of the Reference Book. If the setting is a pre-employment lab in the school, provide placards for each item of equipment.

Have students develop a checklist to locate the pieces of equipment at their respective training stations.

#5 INTERNET ACTIVITY

(TEKS 13E, 14G)

TA 116 Shopping for Equipment

Divide the class into small groups. Assign each group a list of food production equipment, and have each group investigate the accessibility and prices of the items listed. For example, an 80 quart mixer with dough hooks might cost $6500. Teaching Aid 116, ***Shopping for Equipment***, could be used as a guideline. Have each group share its findings. Web sites available to guide this activity include the following:

- The Chef's Catalog
  www.chefscatalog.com
- The Chef's Resource
  www.chefsresource.com
- Foodservice.com
  www.foodservice.com

Key Questions

- How do the prices of professional food production equipment compare with the prices of domestic equipment that are used in the average home?
- What types of sources are available to purchase professional food production equipment?
- What kinds of warranties do the professional food production equipment have?

(TEKS 14B, 14G)

#6 SIMULATION

Provide students with a recipe for different dishes or meals (e.g., chicken salad, blueberry muffins). Have each student identify the food production equipment that would be needed to prepare the dish.

(TEKS 14D, 14G, 14I)

TA 50a-b Brochure Assessment

TAKS WRITING

#7 VISUAL DISPLAY

Have students create a brochure or poster on a specific piece of equipment. Students should include "How to" information of proper procedures for usage and cleaning. Suggestions for food items that can be prepared using the equipment can also be included, as well as, service numbers, addresses, and other important information. A visual illustration of the equipment item should be on the cover. Display the brochure or poster in the classroom.

The brochures could be organized into a classroom file for easy access. Teaching Aids 50a-b, ***Brochure Assessment***, could also be used to evaluate the students' work.

(TEKS 14G)

TAKS WRITING

#8 INTERNET SEARCH/ACTIVITY

Divide the class into small groups. Have groups use the computer and Internet to access the National Association of College and University Food Services Web site at *www.nacufs.org* and go to "virtual tour." Instruct each group to visit one of the sites listed on the virtual tours home page, or groups may select a site so that each group researches a different college and university. Groups should visit the college and university sites to locate types of food production equipment used in the foodservice establishments. Types of equipment may be some of those listed in the

Chapter Vocabulary section. Groups may make a listing of located equipment to share with the class, or groups may create a PowerPoint presentation. The presentation may include photos imported from the sites to provide visuals of the equipment located. As a follow-up activity, students could compare the types of equipment located and their uses in food production and services.

Variation: Create a food production scavenger hunt using all or some of the college and university foodservice links. Examples of equipment might include refrigerated display cases, steam tables, coolers, soda fountain dispensers, and pizza ovens. Have students work in pairs or small groups to locate the equipment. When the equipment is located, have students write the location beside the equipment item. For example, soft-serve ice cream dispensers are found at Cornell University. (There may be more than one correct answer for each piece of equipment.) A challenge can be created by setting a time limit on the scavenger hunt.

#9 PROJECT/GAME

Have students create small quick-reference posters on proper cleaning procedures for the large equipment in the lab. Laminate final drafts and post on or by the equipment as appropriate. Students can also share their posters with the class.

(TEKS 14G, 14I)

FCCLA ACTIVITIES

- Leaders at Work: Food Production and Services
- STAR Events: Applied Technology; Culinary Arts; Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 29

Tools and Utensils

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14B Exhibit personal qualities and skills required of foodservice employees.

14C Perform appropriate tasks according to industry standards.

14D Apply management principles in work roles related to food and beverage operations.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

14G Select equipment and utensils appropriate for prescribed tasks.

14I Practice safety and sanitation procedures in food and beverage operations.

Chapter Vocabulary

au gratin dish
brazier
Carborundum stone
chafing dishes
China cap
cutlery
double boiler
meniscus
paddles
rechaud lamp
samovar
sharpening steel
sieve
skimmers
spring-form pans
thermometers
thermostat
tools
utensils

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th ed.). New York, NY: John Wiley & Sons, Inc.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., & Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., & Lewis, E. J. (1996). *Exploring Professional Cooking* (4th ed.). Peoria, IL: Glencoe, McGraw-Hill.

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University
Food Service Tools

VMS, Inc.; *www.VMS-online.com*
- *Food Service Equipment*
- *Measuring Ingredients & Following Directions*

Web Sites

The Chef's Catalog
www.chefscatalog.com

The Chef's Resource
www.chefsresource.com

Foodservice.com
www.foodservice.com

Foodservice Equipment Reports
www.fermag.com

North American Association of Food Equipment Manufacturers
www.nafem.org

Ch 29

Welcome

Notes

#1 VIDEOTAPE

Have students view a videotape, such as *Food Service Tools.* Have students complete the quiz associated with the video.

(TEKS 14G)

Key Questions

- Which of the tools are the students most familiar with?
- Which tools do the students not know how to use?
- Why is it important for students to not only identify the tool, but also its use?

#2 PROJECT/GAME

(TEKS 14G)

TAKS WRITING

Using the categories of tools and utensils discussed in the Reference Book, have students develop a card game or board game featuring all of the items. Pictures of equipment can be copied from the Reference Book or the Student Activity Book. For example, a picture of each tool or utensil could be placed on one side of an index card. On the other side, the name of the tool or utensil, its use, how to care for it, and any other important facts could be depicted. The tools and utensils could be categorized and color-coded (i.e., measuring equipment could be on yellow index cards, knives on blue cards, etc.). Instead of index cards, Bristol paper or a heavy stock paper could be used.

Several sets of cards could be made so that small groups could use them for playing a game or students could use them on an individual basis.

#3 VISUAL DISPLAY

(TEKS 14G)

TAKS WRITING

Have students compile a notebook on utensils and equipment with information such as that provided in the previous strategy. The pictures and information could be mounted on an 8 1/2" x 11" piece of paper and placed in a plastic sleeve much like that of a photo album. The notebook could be placed in a prominent place in the lab so that it is easily accessible.

#4 VISUAL DISPLAY

(TEKS 14G)

Provide a visual display of many of the tools and utensils depicted in the Reference Book. Number each item, and have the students correctly identify what each item is.

#5 GAME

(TEKS 14G)

Divide the class into two teams. The game is called "Name That Tool." Students should review the tools and utensils and their uses in head to head competition by seeing who can name the tool in the fewest number of guesses. The teacher can either read the use as a clue or simply show the tool or utensil. The player to "Name That Tool" in the fewest number of guesses wins.

#6 INTERNET ACTIVITY

(TEKS 14B, 14D, 14G)

TA 117 Shopping for Tools and Utensils

Divide the class into small groups. Assign each group a list of tools and utensils, and have each group investigate the accessibility and prices of the items listed. For example, a spatula might cost $30.00. Teaching Aid 117, ***Shopping for Tools and Utensils***, could be used as a guideline. Have each group share its findings.

As an alternate activity, provide a variety of catalogs for the students to search for the information.

#7 LAB

(TEKS 14D, 14F, 14G, 14I)

Have students read about measuring tools on pages 322-323 of the Reference Book. Demonstrate the correct procedures for measuring dry and liquid ingredients. Explain to students that most measuring is done with weight scales. Have students practice the procedures for measuring ingredients as well as weighing them on the appropriate scales.

#8 DEMONSTRATION

(TEKS 14D, 14G, 14I)

TA 118a-b Safety Practices in Using Cutlery

Provide a demonstration on safety practices in using knives. Teaching Aids 118a-b, ***Safety Practices in Using Cutlery***, can be used as a guideline.

#9 SIMULATION

(TEKS 14B, 14C, 14D, 14F, 14G, 14I)

Provide students with recipe(s) for different dishes (e.g., chicken salad, blueberry muffins) or for an entire meal. Have each student identify the tools and utensils that would be needed to prepare the dishes.

#10 DEMONSTRATION

(TEKS 14B, 14C, 14F, 14G, 14I)

Prepare a display of cutting and serving equipment that may be used to serve cakes. Include a long, sharp knife, a cake server, and the type of long-tined fork that is often used for cutting and serving foam cakes. Lead a class discussion on how to cut and serve cake without handling it. Have students demonstrate cutting and serving techniques for types of cakes.

Key Questions

- What is a straight spatula (cake spatula) used for in cake cutting and serving?
- When are straight tongs used for serving cakes?
- What types of cakes should be cut with a serrated knife?

#11 INTERVIEW/OBSERVATION

(TEKS 14B, 14C, 14F, 14G, 14I)

Assign students to one of the following types of foodservice establishments:

- restaurants
- hospitals or long-term care facilities
- catering site

Direct students to find and contact personnel within the establishment that are responsible for transporting tools and equipment used in food preparation and service to interview and if possible observe. Lead students to develop their questions prior to the interview.

Have students present the found information to the class. Have students create a visual display on different ways to transport tools and utensils safely and sanitarily.

FCCLA ACTIVITIES

- Leaders at Work: Food Production and Services
- STAR Events: Culinary Arts; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

FCCLA

Chapter 30

Regulations, Legislation, and Policy

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

2B Analyze service methods that fulfill needs of guests and customers.

4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.

4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.

Chapter Vocabulary

Americans with Disabilities Act (ADA)
compensation
Fair Labor Standards Act
Federal Trade Commission (FTC)
Food and Drug Administration (FDA)
foreign or natural test
hoteliers
implied warranty
innkeepers
liable
misdemeanor
public houses
reasonable expectations test
truth-in-menu laws
United States Department of Agriculture (USDA)
universal design
walking the guest

RESOURCES

Books

Barth, S. C., & Hayes, D. K. (2001). *Hospitality Law: Managing Legal Issues in the Hospitality Industry.* New York, NY: John Wiley & Sons, Inc.

Cournoyer, N. G., Marshall, A. G., & Morris, K. L. (1999). *Hotel, Restaurant & Travel Law: A Preventive Approach* (5th ed.). Clifton Park, NY: Delmar Learning.

Periodical

Lodging Magazine - The management magazine of the American Hotel & Lodging Association

PowerPoint

The Curriculum Center for Family and Consumer Sciences, Texas Tech University.
Workplace Issues

Web Sites

Americans with Disabilities Act
www.ada.gov

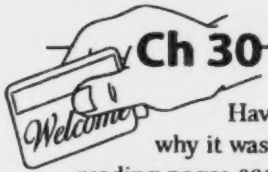
Find Law
www.findlaw.com

Hospitality Lawyer.com (Registration is free)
www.hospitalitylawyer.com

LII, Legal Information Institute
www.law.cornell.edu

TIPS: Training for Intervention Procedures (Registration is free)
www.gettips.com

U. S. Equal Employment Opportunity Commission
www.eeoc.gov



#1 RESEARCH/EDITORIAL

Have students research the history of hospitality law and why it was necessary to enact these laws. Have them begin by reading pages 336-337 in the Reference Book, and then research in encyclopedias, textbooks, and the Internet. One Internet source, *www.law.cornell.edu/topics/hotels_restaurants.html* gives a brief overview of hotel and restaurant law. After students have completed their research, lead them in a discussion of the historical development of hospitality operations.

Notes

(TEKS 4A)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

Key Questions

- What physical limitations did travelers in the Middle Ages experience?
- What dangers did travelers risk?
- What would travelers search for before nightfall? (food, shelter, protection)
- Who would generally provide for the needs of travelers?
- What were public houses?
- What did public houses eventually become known as? (English Inns)
- If the name of an inn was "Chelsey Arms Inn," what did the word "Arms" indicate? (The proprietor would use weapons to protect the patrons.)

Have each student pretend they are living in the 1500s. Based on what they have learned in their research, instruct them to write an editorial to a local newspaper complaining about their recent treatment while staying at an inn and demanding the passage of laws to protect travelers. Have students be specific about the problem they had at the inn and about the law they believe should be passed. Allow students to read aloud their editorials.

#2 GUEST SPEAKER

(TEKS 4A, 4B)

Invite a hotelier to speak to the class about legal considerations of the lodging industry, including guest, property, and employee liability. Assign students to read pages 337-340 in the Reference Book, and then have them prepare questions for the speaker.

Suggested questions:

- What changes have taken place since she or he began in the industry?
- Under what circumstances can hotel operators refuse service to a prospective guest?
- When is it legal to evict guests from a lodging facility?
- What are the responsibilities of hotel operations when a guest becomes ill?
- What are examples of current legal problems between guests and lodging facilities?
- What types of situations in hotel operations could result in questions about liability?
- What can be done to protect hotel operations from unnecessary liability?
- What is "walking" a guest?

- On what basis can food and beverage operations refuse admittance to customers?
- What reasons are not acceptable for refusing admittance to potential customers?

Note: Questions concerning liability are also addressed in Chapter 31 of the Reference Book.

#3 GROUP DISCUSSION

(TEKS 4A, 4B)

Explain to students that there are two major systems of law in our country: civil law and common law. Civil law is based on written laws or codes; whereas, common law is based on past court cases which set a precedent for future cases. Hospitality businesses, along with all individuals and other businesses, are required to abide by these laws, codes, and findings of previous court cases whether they are at a federal, state, or local level. Since, on occasion, the courts may hold managers liable (to be held legally responsible) in a law suit, lead students in a discussion of how a manager of a hotel or restaurant can possibly keep up with all of these laws and regulations.

Key Questions

- How can a manager/owner of a business know all of the laws and regulations that apply to his or her business?
- Since there is not enough time to keep up with all changes in laws and new court cases, how can a manager/owner protect the business from suits or fines?

Suggest to students that one way to avoid legal problems is to prevent these problems. Lead the students in making a list of practices which would be manageable and which would help a business stay out of legal problems. Possible practices are to read professional magazines, such as *Lodging Magazine*, to hire employees who are qualified for their position, and to practice ethical behavior.

#4 RESEARCH/ORAL PRESENTATION

(TEKS 4A, 4B)

TAKS READING

Point out to students that court cases establish much of the common law that applies to hospitality businesses. Page 338 of the Reference Book lists numerous cases related to security issues. Preview the suggested Web sites to find specific cases. Make individual assignments, and have students find information about their case and how it applies to the hospitality industry. The following are suggested Web sites to be used to research court cases concerning hospitality:

- *www.law.cornell.edu/topics/hotels_restaurants.html* (click on "U.S. Supreme Court: Recent Decisions on Hotels and Restaurants" and "U.S. Circuit Courts of Appeals: Recent Decisions on Hotels and Restaurants")
- *www.findlaw.com* (set search for Legal Web Sites then type in court case title)

Have students role play as the attorney in their case and present the facts to the jury (the class). Allow the class to decide the case and then compare their verdict with the one the court found.

#5 VISUAL DISPLAY

After having students read page 340 of the Reference Book about the Americans with Disabilities Act (ADA), explain to them that the act applies to both guests and employees. Have students first brainstorm a number of disabilities that guests or employees might have. Then instruct students to refer to two Web sites, *www.eeoc.gov/facts/accommodation/html* and *www.ada.gov* for ideas of how to accommodate for these disabilities. Lead the class in a discussion of the accommodations.

(TEKS 4A, 4B)

TAKS READING

Key Questions

- What are some guest disabilities that employees should be trained to deal with?
- What are some physical accommodations (ramps, wide doors) that can be made to prepare for guests with disabilities?
- What are examples of reasonable accommodations that must be made by employers for their employees?
- What are some examples of the limits on providing reasonable accommodations for employees?

#6 CLASS DISCUSSION/ROLE PLAY

Discuss with students the value of treating guests with disabilities with courtesy and respect. Distribute Teaching Aid 119, ***ADA Title III Disability Etiquette***. Read with students the suggestions listed. Have students develop scenarios which would depict the suggestions, and then have them role play, one student being the person with a disability and one student being the hospitality worker.

(TEKS 1C, 2B, 4A)

TA 119 ADA Title III Disability Etiquette

#7 PROJECT

Distribute Teaching Aid 120, ***ADA Title III "Quick Look" Barriers Checklist***. After reviewing the information on this checklist, divide the class into smaller groups, and have students pretend they are the architect of a new hotel. Ask them what design adjustments they would make so that the property would be accessible to guests with various handicaps. Have students draw a mock architectural design of the hotel, pointing out the handicap accessible items. Post the student designs on the board. Additionally, have students assess their school as to whether it is compliant or not.

(TEKS 1C, 2B, 4A)

TA 120 ADA Title III "Quick Look" Barriers Checklist

TAKS MATH

#8 GRAPHIC ORGANIZER

Tell students that many of the rules that businesses must follow come from agencies and are as binding as laws or court cases. Distribute Teaching Aid 121, ***Regulatory and Administrative Agencies***, and have students complete the table. Enough information has been provided to

(TEKS 4A, 4B)

TA 121 Regulatory and Administrative Agencies

help in locating information needed. At the local level, if necessary, assign specific students to gather information from agencies and share their information with the rest of the class.

(TEKS 4A, 4B)

#9 VIDEO

Have students view a video or PowerPoint presentation, such as *Important Skills for a Workplace*, on regulations and legislation related to employees. (The second part of *Important Skills for the Workplace* addresses these issues.) Have students take notes and identify areas important to employers.

Key Questions

- What must an employer do to protect the employees' rights?
- What may an employer choose to do to improve working conditions for an employee?
- What must an employer not do concerning employees' rights?

(TEKS 4A, 4B)

TA 122a-b Suggested Provisions for Alcohol Policy

TAKS READING

#10 ROLE PLAY

Read with students Laws Governing Alcohol Consumption on pages 342-343 of the Reference Book. Have students research the laws specific to Texas. This may be done through the Texas Alcoholic Beverage Commission *www.tabc.state.tx.us* or at TIPS: Training for Intervention Procedures *www.gettips.com* (click on "Come In, It's Open, New Users" then on "State Alcohol Laws and Regulations" and then Texas). Distribute Teaching Aids 122a-b, ***Suggested Provisions for Alcohol Policy***. Have students take turns reading the 25 suggestions, and encourage discussion. Divide the class into small groups, and instruct students to act out a training session for new employees who will be serving alcohol. The trainer should make sure the trainees meet the qualifications for serving alcohol and that they know the state laws concerning serving alcohol.

(TEKS 4A, 4B)

TAKS READING

TAKS MATH

#11 INTERVIEW

Assign students to read page 343 of the Reference Book, Other Laws, and point out that another responsibility of hospitality businesses is to follow minimum wage and overtime regulations and to deposit collected employee taxes. Explain to students that many positions in the hospitality industry receive monetary tips for their work. Since these tips are not paid by the employer but are reported by the employer to the I.R.S., have students interview employers of these types of jobs to learn how they handle the reporting of tips.

Key Questions

- Does your business have a set guideline for reporting tips?
- How much, if any, do you withhold from employees' checks to cover taxes on tips?
- How are these reported to the government?

Note: Information concerning taxes paid on tips may be found at *www.treas.gov/education/faq/taxes/liability.html* (scroll to "Why does the Government expect me to pay taxes on tips that I receive?").

#12 GUEST SPEAKER

Note: This activity can be combined with Strategy 7 from Chapter 31 which also has an attorney as a guest speaker.

(TEKS 4A, 4B)

TA 36 Speaker Report Summary

TAKS WRITING

Invite an attorney who deals with hospitality law to speak to the class. Have students complete reading Chapter 30 of the Reference Book, prepare questions, and submit them to the attorney prior to his or her arrival. The following are possible questions:

- What types of contracts might a hospitality business enter into?
- What does a business person need to look for when entering into a contract?
- What employment laws should an employer be aware of and why?
- What are the legal responsibilities of a hospitality business?
- What are duties of care?
- What are the legal responsibilities to guests?
- What are the legal responsibilities for guests' property?
- What are the legal responsibilities when serving food and beverage? (UCC merchantability and implied warranty, truth-in-menu, dram shop laws)

Have students complete Teaching Aid 36, ***Speaker Report Summary***.

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Food Production and Services; Hospitality, Tourism and Recreation
- Power of One: Working on Working

FCCLA

Chapter 31
Liability

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.

4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.

4C Explain liability related to guest privacy.

Chapter Vocabulary

act of God
bailee
bailment
checkroom
civil suits
class action suit
compliance
contributory negligence
defendant
disabilities
foreseeable risk
Good Samaritan doctrine
Hazard Communication Standard (HCS)
liability insurance
material safety data sheets (MSDS)
negligence
plaintiff
public enemy
res ipsa loquitor
settlement
workers' compensation laws

RESOURCES

Books

Barth, S. C., & Hayes, D. K. (2001). *Hospitality Law: Managing Legal Issues in the Hospitality Industry.* New York, NY: John Wiley & Sons, Inc.

Cournoyer, N. G., Marshall, A. G., & Morris, K. L. (1999). *Hotel, Restaurant & Travel Law: A Preventive Approach* (5th ed.). Clifton Park, NY: Delmar Learning.

Jefferies, J. P. (1995). *Understanding Hospitality Law.* East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Web Sites

A.I.G.
www.aigdirect.com

All Quotes Insurance
www.AllQuotesInsurance.com

FindLaw for the Public
public.findlaw.com

Hospitality Lawyer.com (Registration is free.)
www.hospitalitylawyer.com

Hotel Interactive
www.hotelinteractive.com

Insure
www.insure.com

Lodging Hospitality
www.lhonline.com

Most Choice
www.mostchoice.com

OSHA
www.osha.gov

Ch 31

Notes

#1 GUEST SPEAKER

Invite an insurance agent to share with the class, either in person or on audiotape, the types and average costs of insurance which hospitality establishments typically purchase. Have students read page 346 of the Reference Book, and then prepare questions in advance. For example, they might consider questions such as the following:

- What types of insurance are standard for food and beverage establishments? For lodging facilities? (property, casualty, liability, employee liability, health/dental/vision, workers' compensation, key man, errors and omissions)
- What additional coverage may be recommended? Why?
- How do factors, such as size of establishment and location, affect costs and recommended insurance?
- What factors increase insurance costs? What factors lower costs?
- Why is it essential for hospitality establishments to have adequate liability insurance coverage?

Have students prepare a shopping list for the insurance they believe would be needed for a hospitality business.

(TEKS 4A, 4B, 4C)

TAKS WRITING TAKS MATH

#2 INTERVIEW/GRAPHIC ORGANIZER

Instruct students to interview a business owner about the insurance carried on the business and its employees. Building on the previous strategy and this interview, have students complete their shopping list by including prices for specific coverage. The following Internet sites offer quotes for some policies:

- *www.AllQuotesInsurance.com*
- *www.insure.com*
- *www.mostchoice.com*
- *www.aigdirect.com*

Have students prepare an organized list that states the size and type of business being insured, the types of insurance needed, and the cost of each type of insurance. Have students share their insurance quotes with the class.

(TEKS 4B)

TAKS READING TAKS WRITING

#3 FIELD TRIP

Arrange for students to tour a medium to large hotel facility to learn about hotel standards and practices that contribute to the security of guests' valuables. Ask the tour guide to show students where and what is involved in safeguarding guests' property. Guide students in preparing questions prior to the tour. Sample questions include the following:

- What are the procedures followed for storing guests' valuables in the hotel safe?
- Who is allowed access to the safe?
- When is a hotel liable for lost or stolen valuables?
- In what case would a hotel not be liable for lost or stolen valuables?
- What are limitations of liability laws?

(TEKS 4A, 4B)

TAKS WRITING

- What must hotel establishments do in order to be protected by limitations of liability laws?
- Are hotels liable for guests' articles that are stolen from the guest room?
- What are the advantages to hotel establishments of having an on-site safe?
- What is meant by guest negligence?

Ask each student to write a list entitled "If I Were the Guest, I'd . . ." In this list they should state what procedures they would follow to protect their valuables while staying at a hotel. Have students consider various types of valuables, such as luggage, money, laptop computer, jewelry, etc.

#4 INTERNET RESEARCH

(TEKS 4A, 4B, 4C)

TAKS READING

Have students read pages 346-349 of the Reference Book. Have students do research regarding consumer rights as a guest at a hotel. Students may use texts or the Internet. Possible Internet sites include the following:

- *public.findlaw.com/consumer/faq.html* (under Travel, click on Hotels and Other Accommodations FAQs)
- *www.lhonline.com/* (click on Article Archive, then click on *Lodging Today*, and scroll down to "Should Guests Expect Privacy?")
- *www.hotelinteractive.com* (click on Search and type in under HI Original Features "Hotel Theft and the Law")

Divide the class into small groups, assign each group one or more of the following questions, and then have students share their findings with the group.

Key Questions

- Must a hotel honor prepaid reservations?
- What rights to privacy does a guest have?
- Is a hotel responsible if a guest is a victim of a crime on the hotel property?
- Is the hotel responsible for stolen belongings?
- Is the hotel liable to damage done to a guest's car while parked on the property?

#5 GRAPHIC ORGANIZER

(TEKS 4A, 4B)

Draw a Venn diagram on the board or overhead. One circle will be for property liabilities in hotel operations and the other circle will be for property liabilities in food and beverage operations. Refer to pages 347-349 of the Reference Book for information on liability. Allow a student to write on the board or overhead. Ask the remainder of students to provide information for the diagram.

Key Questions

- What types of property liabilities do hotel operations and food and beverage operations have in common?
- What are the differences between property liabilities in hotel operations and property liabilities in food and beverage operations?
- How can food and beverage operations limit property liabilities?
- How can hotel operations limit property liabilities?

#6 INTERVIEW/CLASS DISCUSSION

(TEKS 4A, 4B)

TAKS READING TAKS WRITING

Prior to class, download and print OSHA's Material Safety Data Sheet (MSDS) from the Web site *www.osha.gov/pls/publications/pubindex.list* (scroll down the list to Material Safety Data Sheet). After reviewing with students the material in the Reference Book on pages 349-352, distribute copies of the data sheet. Have students contact a hotel or restaurant, and ask to see a MSDS. Using the information supplied by the manufacturer, have students fill out the MSDS downloaded from the Web site. When students have completed this portion of the assignment, have them share the information they have collected, and lead them in a discussion.

Key Questions

- Why does OSHA require MSDS?
- What is some of the critical information included?
- What problems might be avoided by having a MSDS?
- What were work places like prior to the requirement of having a MSDS?

#7 GUEST SPEAKER

(TEKS 4A, 4B)

Note: This activity may be combined with Strategy 12 from Chapter 30 since both have an attorney as a guest speaker.

Invite an attorney to speak to the class about liability. Have students prepare questions and send them to the attorney prior to his or her arrival. The following are topics that should be covered by the questions:

- the value of an attorney in helping reduce the exposure to liability for a business
- explanation of the terms civil suit, criminal suit, class action suit, plaintiff, and defendant
- responsibility for guests' property including common law liability, innkeepers liability, and bailment
- property liability including acts of God, public enemies
- employee liability
- duties of care and negligence
- good Samaritan doctrine

FCCLA ACTIVITES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Food Production and Services; Hospitality, Tourism and Recreation
- Power of One: Working on Working

Chapter 32

Ethics and Professionalism

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

- 5A Outline the rights and responsibilities of employers and employees.
- 5B Demonstrate ethical practices as defined by industry standards.
- 5C Discuss ethical considerations impacted by technological innovations.

Chapter Vocabulary

code of ethics
ethics
Golden Rule
kickbacks
morality
professional ethics
professionalism
tact

RESOURCES

Books

Angelo, R., & Vladimir, A. (2001). *Hospitality Today: An Introduction* (4th ed.). East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Fisher, W. P. (2002). *Executive Decisions: Hospitality Case Studies in Leadership, Ethics, Employee Relations, and External Relations*. East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Hall, S. (1992). *Ethics in Hospitality Management: A Book of Readings*. East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Hinkin, T. (1995). *Cases in Hospitality Management: A Critical Incident Approach*. New York, NY: John Wiley & Sons, Inc.

Reynolds, J. S. (2004). *Hospitality Service: Food & Lodging*. Tinley Park, IL: Goodheart-Willcox.

Videotape

Biography *www.biography.com*
Leona Helmsley: Queen of the Palace

Web Sites

BellSouth Office of Ethics and Compliance
www.ethics.bellsouth.com

Centre for Innovation in Corporate Responsibility
www.cicr.net

Character Counts
www.charactercounts.com

Corporate Social Responsibility Newswire
www.csrwire.com

Green Hotel Association
www.greenhotels.com

Institute for Global Ethics
www.globalethics.org

International Business Ethics Institute
www.business-ethics.org

Professionalism International
www.professionalism.net

Texas State Library and Archives Commission–Continuing Education
www.tsl.state.tx.us/ld/tutorials

#1 CLASS DISCUSSION

Lead a class discussion about job-related situations in hospitality services that might test a person's character and self control such as the following:

- being responsible for guests' valuables
- truth in menu laws
- vendor relationships
- handling cash transactions
- being around unsecured valuables in guests' rooms
- handling large quantities of supplies
- being exposed to bribes
- reporting all tips received for income tax purposes
- overbooking when there is a possibility some reservations will cancel
- sexual harassment
- equal opportunity
- fairness in wage and promotion

Notes

(TEKS 5A, 5B)

TAKS SOCIAL STUDIES

Key Questions

- Why is it important for managers in hospitality services to hire employees who are trustworthy and honest?
- What possible consequences could result from unethical behavior of employees?
- Under what circumstances would an employee be especially tempted to unethical behavior in each of the above mentioned situations?

#2 SCENARIOS

Display a transparency of Teaching Aid 123, ***Issues That Stimulate Ethical Conflicts***. Explain to students that making decisions based on ethics will at times be required in each case listed on the Teaching Aid. Divide the class into smaller groups, and assign several relationships to each group. Have each group write an example of a situation or topic that illustrates a possible dilemma involving their assigned relationships, and have them resolve that situation through the use of proper ethics. Give students the following example on an ethical conflict involving hiring. Have students work together to develop a solution for the example.

(TEKS 5B)

TA 123 Issues That Stimulate Ethical Conflicts

- Ethical Conflict: Elaine, the supervisor of a specialty bakery, is in the process of hiring a new baker. The applicant, Charles, who Elaine is considering hiring, has two years of experience as a baker in a full-service restaurant. Charles is highly recommended by his previous employers. When Elaine's best friend, Gladys, heard that Elaine was hiring at the bakery, she pleaded with her to hire Dionne, her daughter. Dionne has never worked in a food establishment and was recently asked to leave her last job because she did not get along well with her co-workers. Gladys wants Elaine to give her daughter a chance.

After students have developed their dilemmas and solutions, have each group share one of their dilemmas. Lead the class in a discussion of the impact on the business depending on whether problems are handled in an ethical or an unethical manner.

(TEKS 5A, 5B)

TA 124 Ethical Decisions Involve...

TAKS READING

#3 INDIVIDUAL ACTIVITY/GROUP DISCUSSION

Distribute Teaching Aid 124, ***Ethical Decisions Involve...*** Have each student bring to class a newspaper or magazine article that illustrates one of the business relationships listed on the Teaching Aid. Have each student read the published material to the class. Lead the class in a discussion of these decisions.

Key Questions

- How can businesses stimulate positive relationships within their own company and with customers? society? local organizations? competitors? suppliers? stockholders? the environment? the government?
- What are the consequences resulting from careless business relations?

(TEKS 5A, 5B)

#4 INTERVIEW

Explain to students that the key to having an ethical, professional business is to have employees who exemplify these qualities. Have each student interview an employee of a hotel, motel, or restaurant about ethical and professional role models. Guide students in preparing questions prior to the interviews. Sample questions include the following:

- Is there a positive role model within your work environment?
- What makes you identify this employee as a positive role model?
- How does this person handle customer complaints?
- How does this person greet customers?
- Does your employer offer merit pay increases, promotions, or recognition awards for employees who exhibit positive role model behaviors?
- In what ways can role models inspire other employees to become more professional?
- How does an employee acquire the reputation of being a positive role model for other employees?

After the interview, lead the class in a discussion to find common answers to the questions and common traits of the role models.

(TEKS 5A, 5B)

TAKS READING

#5 INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Explain to students that ethics is a subject that impacts all businesses, not just hospitality. After reviewing the information in the Reference Book, have students research ethics in hospitality and in business in publications or on the Internet. The following are possible sources:

- *www.business-ethics.org/primer.asp* (International Business Ethics Institute)
- *www.ethics.bellsouth.com* (BellSouth Office of Ethics and Compliance)
- *www.globalethics.org* (Institute for Global Ethics)
- Hall, S. (1992). *Ethics in Hospitality Management: A Book of Readings).* East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.
- Angelo, R., Vladimir, A. (2001). *Hospitality Today: An Introduction.* East Lansing, MI: Educational Institute of the American Hotel & Lodging Association.

Discuss with students that often ethical decisions are not easy or clear cut. Preview the Web site *www.globalethics.org/dilemmas/dilemma_list.tmpl* for a list of scenarios of dilemmas. Assign a dilemma to each student, have them read the dilemma on their own, and then have each student give a summary of the dilemma and whether or not they agree with the outcome. Instruct students to use Figure 32.4 on page 361 of the Reference Book as a guideline for evaluating the dilemma outcome.

#6 RESEARCH/CLASS DISCUSSION

TEKS 5A, 5B)

Lead the students in developing a definition of "professionalism." Have students refer to pages 359-362 of the Reference Book. Point out to them that the term covers a wide range of topics, such as etiquette, dress, and behavior.

Have students do two activities on the Internet. First, have students go to *www.professionalism.net* and click on "Quiz, Test your IQ (Image Quotient)." Have students take both tests offered and check their answers. Next, have students go to *www.tsl.state.tx.us/ld/tutorials/* and click on "Professionalism" then work their way through the tutorial. Once students have completed these two activities, lead them in a discussion of what they have learned and in developing another, more accurate definition of "professionalism."

#7 RESEARCH/ORAL PRESENTATION

(TEKS 5B, 5C)

TAKS READING

TAKS SOCIAL STUDIES

Explain that one component of ethics and professionalism is corporate responsibility to shareholders, employees, and the environment. Have students research a company that demonstrates corporate responsibility, and then have them give oral reports on specific actions taken to show corporate responsibility. The following are some of the many companies that demonstrate corporate responsibility: InterContinental Hotels Group (Holiday Inn, Crowne Plaza), Best Western Hotels, Hyatt Hotels, Starbucks Coffee, Alcoa, Office Depot, Wyndham International, Inc., 3M, American Eagle Outfitters, SC Johnson, AT&T, Microsoft. Additional businesses can be found from the following Web sites:

- Green Hotels Association
  www.greenhotels.com
- Centre for Innovation in Corporate Responsibility
  www.cicr.net/main.cfm
- Corporate Social Responsibility Newswire
  www.csrwire.com

#8 VIDEOTAPE

(TEKS 5A, 5C)

Have students view a videotape on ethics or professionalism. Videotapes concerning people who have been affected by harassment in the workplace may be located on the Internet sites of the History Channel and the Biography Channel.

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work: Food Production and Services; Hospitality, Tourism and Recreation
- Power of One: Working on Working
- STAR Event: Illustrated Talk on Sexual Harassment at the Worksite

BLENDED ACTIVITIES

Chapters 5, 13, 21, 22

TA 125 On the Phone

TA 126 Reservation Details

TAKS READING

#1 INVESTIGATION/DEMONSTRATION

Provide students with copies of Teaching Aid 125, ***On the Phone***. Have students visit three different restaurants within different lodging establishments. Have students investigate the restaurants to find the information for completing the forms. Direct students to analyze the found information for similarities and differences and develop a phone answering technique.

Lead students to prepare a demonstration of phone etiquette for the class. Have students demonstrate proper phone skills. Have students analyze the demonstrations and evaluate the marketing effectiveness of phone skills used by lodging establishment personnel.

Instruct students to develop phone etiquette for the front desk, concierge, and other departments within a lodging establishment. To aid students in their front desk phone etiquette, provide students with copies of Teaching Aid 126, ***Reservation Details***.

Chapters 2, 10, 12

TA 127 Pineapple

TAKS SOCIAL STUDIES

#2 BULLETIN BOARD/VISUAL DISPLAY

Have students research the history of the pineapple and its relationship to hospitality. Lead students to present their findings to the class, noting new and interesting information on the overhead or chalkboard.

Take a picture of each hospitality student. Have students cut their silhouette out of the picture. Provide students with a copy of Teaching Aid 127, ***Pineapple***, to color and decorate. Have students mount their silhouette on their decorated pineapple. Lead students to mount their pineapple/pictures on a bulletin board and create an interesting title for the display, (i.e., Hospitality Services Students, 2004). The information found in their research might be useful in creating their title. The visual display and title could be used to market the hospitality class to other students.

When the bulletin board is removed, have students mount their pictures in a hospitality scrapbook. Have students write their career goals and personal goals beside each picture.

Chapters 5, 7, 8, 9, 10, 12

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

#3 VISUAL DISPLAY/RESEARCH

Refer students to page 170, (Fig. 18.1) of the Reference Book. Lead students to develop a Hotel Executive Committee Chart for a lodging establishment. Have students include the functions of the divisions, the responsibilities of the personnel within each division, salary ranges within the divisions, and the training required for entry level and advanced level positions within the divisions. Direct students to use available technology, such as PowerPoint, to create a visual display of their Hotel Executive Committee Chart. Lead students to present their visual display to the class.

Chapters 5, 12, 14, 15, 16, 20

TAKS READING TAKS WRITING TAKS SOCIAL STUDIES

#4 INDIVIDUAL PROJECT

Lead students in creating a Hotel Profile. Have them select a name and address for the hotel. Lead them to include the following in the hotel profile:

- Room information: number of rooms, views available from the rooms, sizes of room and prices, any additional services that come with the rooms, and items common to all rooms within the hotel.
- Hotel services: business services provided, additional services provided, number and types of restaurants, extra seasonal amenities the hotel offers.
- Community attractions or nearby tourists interest.

Have students select one of the following target markets: children; adults/honeymooners; corporate travelers; family vacationers; spring break students. Instruct students to create a list of the services their target market will be interested in, and types of marketing that will draw their target market. Lead students to use the hotel created by the class to list the services provided that are of interest to their target market. Have students select seven different kinds of promotional activities to attract their target market. Lead students to identify the main points for a marketing campaign including specific information that will appeal to the selected target market, such as price, entertainment, romance, and comfort. Have students describe these in detail. Have students select the time of day for a successful marketing campaign to interest their selected target market.

Have students use available technology, such as PowerPoint, to create a marketing campaign for the hotel to interest their selected target market. Have students present their marketing campaign to the class.

Chapters 5, 12, 14, 15, 17, 20, 21

TAKS READING TAKS WRITING TAKS MATH TAKS SOCIAL STUDIES

#5 INDIVIDUAL ACTIVITY/PROJECT

Direct students to plan a convention for 450 teachers, for four days, at a luxurious hotel. Have students research different hotels to find a good location for this size of convention. Have students research the room cost and the amenities needed for the convention. Lead students to use the found information to create a spreadsheet of the revenue including rooms and food. Students will need to include the cost of the rooms, food, and labor on their spreadsheet. Students will need to figure profits based on the revenue and the cost. Have students use available technology to create their spreadsheets. Have students present their spreadsheets to the class as though the class is the general manager of the hotel.

Chapters 6, 12, 14, 15, 20, 21, 22, 26, 27

TAKS SOCIAL STUDIES

#6 PROJECT

Lead students in planning a project that highlights cultures from around the world. Have students agree on a creative name for the project, such as

Hotels Around the Globe. Arrange for a location that allows students to prepare and present exhibits based on group research on various regions of the world. Have students research business customs of other countries. One source might be *Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries* by Morrison. Student groups might also present a portfolio containing information on their region's geography, cultures, and recipes of common foods for their region. This event could be used as a marketing tool for the Hospitality Services program by inviting such guests as city leaders, college and university administrators and faculty, school board members, parents, and community members.

This activity could be used as an FCCLA project.

#7 SCAVENGER HUNT

Chapters 1, 3, 4, 5, 6

TAKS READING

This activity is designed to help develop skills used in searching and resourcing the Internet using a planned project. Instruct students to use search engines of their choice to find items or resources that can be used in hospitality services. Items can be printed out or saved to a floppy disk or CD. Refer to the Program Tools section of this Curriculum Guide for a list of recommended search engines. Ideas for items to include in the search are as follows:

- Professional organizations
- Source for information concerning technological development
- Outlook for the industry
- Factors affecting the industry

If needed, this activity can be paper-based by using library/classroom resources, such as magazines, journals, and textbooks. Students might create an informational binder, poster, or collage.

#8 RESEARCH

Chapters 5, 7, 8, 9, 10, 12

TA 128 Front Desk Competency

TAKS READING TAKS WRITING

TAKS SOCIAL STUDIES

Instruct students to use the Internet, library, classroom resources, the Reference Book or contact professional/industry associations to research various positions in foodservice and lodging. Have students locate information, such as salary, preparation requirements, and competencies, required for various positions within the hospitality industry. An example of a competency checklist for the Front Desk position is shown on Teaching Aid 128, ***Front Desk Competency.***

#9 PROJECT

Chapters 7, 8, 16

TA 129 Generally Accepted Accounting Principles

Explain to students that the accounting functions of the hospitality industry help keep the business on track for profitability and help indicate strengths or weaknesses of the business. Display Teaching Aid 129, ***Generally Accepted Accounting Principles,*** and explain the consistency of accounting from one business to another. Refer to Strategy 4 in Chapter 8 for analogy comparing accounting to score keeping in sports.

TA 130 Flow of Accounting Information

TA 131 Simple Format for Income Statement

TA 132 Financial Terminology

TA 133 Simple Format for Balance Sheet

TAKS READING

TAKS WRITING

TAKS MATH

Display Teaching Aid 130, ***Flow of Accounting Information***, and explain to students how financial information flows from individual receipts or invoices to an accumulation of all financial information about the business into reports, such as the income statement and the balance sheet.

Provide students copies of Teaching Aid 131, ***Simple Format for Income Statement***. The students can work with this or transfer the information to a spreadsheet, such as Microsoft Excel. After reviewing the format and the way the net income is determined, give the following scenarios to students and ask them how these changes affect the net income:

- What if sales increase by $3,000?
- What if the experienced chef quits and is replaced with a new chef earning $500 per month less?
- What if the produce supplier increases prices by $100 per month?
- What if the property insurance goes up by $80 per month?
- What if the bank starts paying a higher interest, and interest income goes from $200 to $230 per month?
- What if there is road construction in front of your business and sales decrease by $500?

Explain to students that it is important to understand financial terminology and formats so that they can evaluate the stability of a business. Display Teaching Aid 132, ***Financial Terminology***, and explain to them the financial terms. Explain that if a student borrows money from the bank to purchase a car, the car will then be the student's asset. The amount owed to the bank will be the liability, and the difference between the value of the car and the amount owed to the bank is the owner's equity. Provide copies of Teaching Aid 133, ***Simple Format for Balance Sheet***. Have students analyze the balance sheet to see what items are added up to equal the total assets and the total liability and owners' equity. Have students develop a balance sheet for either a restaurant, a hotel, or a resort. If available, have students use a spreadsheet, such as Microsoft Excel, for this project. Have students change numbers in the balance sheet to see how the bottom line is affected.

BLENDED ACTIVITIES - FCCLA

CAREER CONNECTION: PLUG IN TO CAREERS

Have students survey workers in the hospitality industry regarding challenges and demands related to their jobs. Lead them to compile information in a visual display that highlights key responses and addresses unique challenges for managing multiple roles as a hospitality services employee.

Direct students to make a presentation to elementary students about job opportunities in the hospitality industry. Have them include visual prompts (i.e., brochures, apparel items, or tools) that illustrate various careers.

CAREER CONNECTION: PROGRAM CAREER STEPS

Assign students to create a career map that plots steps toward a selected career in the hospitality industry. Instruct students to include goals related to education (i.e., high school courses and postsecondary programs) and potential scholarship opportunities. Have them interview recent graduates, teachers, or hospitality employees to determine skills that will help them achieve steps in their career map and suggestions for building these skills.

Have students create a visual or graphic organizer that depicts typical job sequences for advancement in a selected area of the hospitality industry. As an alternative, have students design a board game that maps out potential job sequences and choices that may be faced.

CAREER CONNECTION: LINK UP TO JOBS

Lead students to create a "Job Search Toolbox" display that depicts tools and resources that would be helpful in finding and landing a job in the hospitality industry. Arrange for displays to be presented in appropriate locations.

Guide students to plan a one-day session on "How to Get a Job and Keep It." Have students recommend and assist with recruiting panel members and presenters to present varying information during each class period - focusing on differing careers and employability skills.

Have students create a professional career portfolio. Suggested items include the following: resumé and other job search tools; samples of work completed in the course; documentation of leadership activities, honors and awards, and special interests; and examples of computer and technology skills.

Lead students to work in pairs to develop scenarios for interviews with lodging and foodservice establishments. Have pairs exchange scenarios and role play "do's" and "don'ts" for successful job interviews. Videotapes of selected interviews could be edited for classroom use in this or other courses. Note: This activity could also be adapted for the STAR Event: Job Interview.

CAREER CONNECTION: ACCESS SKILLS FOR CAREER SUCCESS

Have students investigate guidelines and samples of employee performance evaluations for workers in the hospitality industry. Lead them to develop suggestions for demonstrating exemplary performance on typical characteristics.

Guide students to develop skills in leadership and teamwork by participating in FCCLA chapter activities and projects and running for office.

CAREER CONNECTION: INTEGRATE WORK AND LIFE

Point out that business hours in the hospitality services industry are usually long - often 24-hours a day; this can create unique challenges for employees. Have students research management practices that facilitate assuming multiple family, community, and career roles. Examples of resources include classroom and library references, the Internet, and magazines. Guide students in creating and publishing a handout to share with other groups.

CHAPTER ACTIVITIES

Guide students in developing an FCCLA marketing campaign to draw new members. Have them cite benefits and activities of membership. Lead students to identify knowledge and skills utilized that would apply to marketing lodging and foodservice establishments.

COMMUNITY SERVICE PROJECTS

Lead students to plan and implement service of healthy snacks to residents of an older adult facility for a designated time period (i.e., one week). Working with appropriate personnel at the facility, students could plan snack menus, develop a market order, purchase items, prepare foods, and schedule volunteers to serve. Learning experiences would include safety, sanitation, and consideration of special needs of clients.

Arrange for students to partner with a local community service agency to plan a special event for promoting awareness of a community need or raising funds to address those needs. Provide students with opportunities to develop skills related to hospitality services through the project (i.e., food production, catering, customer service, event planning, etc.).

Arrange for students to volunteer with a food kitchen or shelter that provides food and lodging for homeless individuals. Have students journal their experiences regarding what they learned about volunteerism and skills they used that would be applicable to careers in foodservice or lodging.

LEADERS AT WORK

Have students conduct a leadership project by selecting a leadership skills category on which to work, such as interpersonal skills, communication skills, managerial skills, or entrepreneurial skills. If students are employed, they might ask their employers to assist them in targeting skills on which to work. Have students use the FCCLA planning process in conducting their projects.

POWER OF ONE: A BETTER YOU

Have students target leadership characteristics on which to work and develop a plan for strengthening those characteristics. As students implement their plan, have them write in a journal their progress toward building/improving those characteristics.

POWER OF ONE: WORKING ON WORKING

Have students research and prepare a written summary of career opportunities related to a specific area within the hospitality industry. Examples of job opportunities are presented in Chapter 5 of the Reference Book. Lead students to select one job area of personal interest and explain why that area might be a good match for their interests and aptitudes.

Have students who are employed create an organizational chart that reflects the business structure of the workplace where the student is employed. Encourage students to use computer applications in creating the chart. Ask students to explain why it is important to understand the chain of command and to follow company protocol for communicating in the workplace.

STAR EVENT: APPLIED TECHNOLOGY

Have students develop a local chapter Web page as part of a chapter public relations program. The Web site could provide details about the organization, cite benefits of membership, and highlight activities that present a positive image to the community.

Have students use technology (i.e., video/audio, CD-ROM, laser disks) to create media that can be used as classroom resources. Ideas include safety and sanitation topics, such as the importance of sanitation in food preparation and safe practices in food storage, and methods to promote safety and security of hospitality guests and employees.

STAR EVENT: ENTREPRENEURSHIP

Have students design a food production or services business (e.g., catering service, bakery, food processing plant). In conducting the project, students may develop a mission statement; design a floor plan; write job descriptions for employees and owners; prepare an advertising plan; locate funding sources; create a budget including income and expenditures; and research sources for purchasing equipment, materials, and other supplies.

STAR EVENT: ILLUSTRATED TALK

Have students develop an illustrated talk on a topic such as the following: "Technology in the Hospitality Industry," "The Changing Face of the Hospitality Industry," "Hospitality: Serving a Culturally Diverse Market," "Hospitality from a Global Perspective," and "Service With a Smile."

Creative Ideas

NOTE TO THE TEACHER

Developers of the series of curriculum guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple chapters through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Curriculum Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation - write the numbers on cards, and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint - if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability:
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up-front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten, and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured - communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills.

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aids 50a-b, ***Brochure Assessment***, provide a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of Independent Study in Home Economics Education, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 134, ***Web Diagram***. Two additional examples of graphic organizers include Teaching Aid 49, ***Venn Diagram***, and Teaching Aid 41, ***T-Chart Template***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills.

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAKS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork.

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide the class into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s)for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue - pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills.

Clarification and suggestions related to classroom debates are provided in Teaching Aid 106, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills.

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills.

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 40, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills.

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 135, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 136, ***Netiquette***. A video that focuses on Internet use and safety is *Online Safety*, available from The Curriculum Center for Family and Consumer Sciences.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to. Have students use Teaching Aid 137, ***Web Site Evaluation***, to record the information.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. Refer to the list of search engines for Internet Activities located in the Program Tools section of this Curriculum Guide. When students conduct Web searches, remind them to:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!
- Internet Scavenger Hunts are designed to help develop skills used in searching and resourcing the Internet using a planned project. An example of an Internet Scavenger Hunt is located in the Blended Activities section of this Curriculum Guide.
- A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of

analysis, synthesis, and evaluation. The WebQuest Page at San Diego State University provides templates, instructions, and examples (*webquest.sdsu.edu/webquest.html*).

- The electronic portfolio is a vehicle for collecting and presenting evidence of growth and achievement over time. Students enrolled in Hospitality Services are encouraged to select examples of their work that exhibit the student's efforts, progress, and achievements. Teaching Aid 29, ***Differentiating the Levels of Electronic Portfolio Implementation***, provides examples of programs that may be used for electronic portfolio development.

  What to include:
  Title Card – Student name, year, teacher name. This card might include a picture or video of the student.
  Table of Contents Card – This card shows the viewer the contents of the portfolio. Buttons can be added to the card to link the viewer to the desired information.
  Information Cards – Ideas include the following:
  - resumé
  - personal philosophy regarding hospitality services; this can be written or recorded
  - photo of student in professional dress
  - sample of handwriting (scanned)
  - evidence of positive interpersonal skills including teamwork and leadership presented through photos; film clips; letter of reference from program directors, instructors, and coaches
  - learning journals
  - computer projects (these can be linked directly)
  - class projects demonstrating various areas of learning within hospitality services

  Letter to Viewer – The student can write a letter to the viewers, thanking them for looking at the portfolio and pointing out the portfolio's highlights.
  Viewer Response Card – After looking at the portfolio, the teacher and other viewers can write comments to the student.

Resource: *Electronic Portfolios* by Tammy Worcester available at *www.essdack.org/port/index.html*

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational.

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point - good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms, and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Creative Ideas

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RESOURCES

Agencies and Organizations

American Alliance for Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 20191-1598
800-213-7193
www.aahperd.org/aalr

American Association of Retired Persons (AARP)
601 E. Street NW
Washington, DC 20049
800-424-3410
www.aarp.org

American Bed and Breakfast Association (ABBA)
10800 Midlothian Turnpike
Richmond, VA 23235-4700
804-379-2222
www.abba.com

American Culinary Federation
10 San Bartola Drive
St. Augustine, FL 32086
904-824-4468 or 800-624-9458; fax 904-825-4758
www.acfchefs.org

American Hotel & Lodging Association (AHLA)
(formerly American Hotel and Motel Association)
1201 New York Avenue, NW, Suite 600
Washington, DC 20005-3931
202-289-3100; fax 202-289-3199
www.ahla.com

American Resort Development Association
1201 15th Street, NW, Suite 400
Washington, DC 20005
202-371-6700; fax 202-289-8544
www.arda.org

American Society of Heating, Refrigerating and Air-Conditioning Engineers
1791 Tullie Circle, NE
Atlanta, GA 30329
404-636-8400 or 800-527-4723
www.ashrae.org

American Society of Sanitary Engineering
901 Canterbury, Suite A
Westlake, OH 44145
440-835-3040; fax 440-835-3488
www.assc-plumbing.org

Association for Convention Operations Management
P.O. Box 659
Avondale Estates, GA 30002-0659
404-292-3514; fax 404-292-2931
www.acomonline.org

Carriage House Inn
1110 West 22 1/2 Street
Austin, TX 78705
512-472-2333 or 866-472-2333; fax 512-476-0218
www.carriagehouseinn.org

Club Managers Association of America
www.cmaa.org

Convention Liaison Council
1575 Eye Street NW, Suite 1190
Washington, DC 20005
202-626-2764

Council of Hotel and Restaurant Trainers (CHART)
P.O. Box 2835
Westfield, NJ 07091
www.chart.org/

Council on Hotel, Restaurant and Institutional Education (CHRIE)
1200 17th Street NW
Washington, DC 20036-3097
202-331-5990

Hospitality Educators Association of Texas (HEAT)
900 Congress Avenue #201
Austin, TX 78701
512-474-2966

Hospitality Financial & Technology Professionals (HFTP)
11709 Boulder Lane, Suite 110
Austin, TX 78726-1832
800-646-4387; fax 512-249-1533
www.hftp.org

Hospitality Sales and Marketing Association International (HSMAI)
8201 Greensboro Dr., Suite 300
McLean, VA 22102
703-610-9024; fax 703-610-9005
www.hsmai.org/

Independent Innkeepers Association (IIA)
P.O. Box 150
Marshall, MI 49068
616-799-0939

International Association for Exhibition Management
P.O. Box 802425
Dallas, TX 75380-2425
972-458-8002; fax 972-458-8119
www.iaem.org

International Council on Hotel, Restaurant and Institutional Education (CHRIE)
2613 North Parham Road, 2nd Floor
Richmond, VA 23294
804-346-4800; fax 804-346-5009
www.chrie.org

International Executive Housekeepers Association
1001 Eastwind Dr., Suite 301
Westerville, OH 43081-3361
800-200-6342; fax 614-895-1248
www.ieha.org

International Food Service Executives Association
836 San Bruno Avenue
Henderson, NV 89015
702-564-0997 or 888-234-3732; fax 702-564-4836
www.ifsea.com

National Bed and Breakfast Association
P.O. Box 332
Norwalk, CT 06852
203-847-6196; fax 203-842-0469
www.nbba.com

National Park Hospitality Association
3701 Court House Drive
Ellicott City, MD 21043
www.nphassn.org

National Restaurant Association
1200 17th Street, NW
Washington, DC 20036
202-331-5900
www.restaurant.org

National Restaurant Association Educational Foundation
175 West Jackson Boulevard, Suite 1500
Chicago, IL 60604-2814
800-765-2122
www.nraef.org

Texas High Schools for Hospitality
c/o Texas Hotel and Lodging Association
900 Congress Avenue, Suite 201
Austin, TX 78701
800-856-4328; fax 512-480-0773
www.texaslodging.com

Texas Hotel and Lodging Association
900 Congress Avenue, Suite 201
Austin, TX 78701
800-856-4328 or 512-474-2996; fax 512-480-0773
www.texaslodging.com

Texas Restaurant Association
1400 Lavaca Street
P.O. Box 1429
Austin, TX 78767-1429
800-395-2872; fax 512-472-2777
www.restaurantville.com

Travel Industry Association of America
1100 New York Avenue, NW, Suite 450
Washington, DC 20005-3934
202-408-8422; fax 202-408-1255
www.tia.org

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Colonel Sanders: America's Chicken King
Conrad Hilton: Innkeeper to the World
Dave Thomas
Gallo Brothers
J.W. Marriot: Host to the World
Leona Helmsley: Queen of the Palace
Ray Kroc

Charthouse Learning Corporation, *www.charthouse.com*
Fish!

The Curriculum Center for Family and Consumer Sciences, Texas Tech University
Blue Bell Ice Cream
Careers: Hospitality & Tourism
The Dairy Plant
Food Safety: Dairy Details
Food Safety and Sanitation
Food Safety: Protecting At-Risk Populations
Food Service Equipment
Food Service Tools
HACCP: A Basic Understanding
Introduction to Foodborne Illness
Kitchen Food Safety
Lavish Gala: Behind the Scenes
Meat Cooking Techniques

Hospitality Management Garnish Videos
www.ag.uiuc.edu/~food-lab/resources/videos/garnish

Sony Pictures
Maid in Manhattan, performers Jennifer Lopez, Ralph Fiennes

Teachers Video Company; *www.teachersvideo.com*
Standard Deviants School - Basic Accounting I
Standard Deviants School - Accounting 4: Income Statements
Business Basics - Accounting Equation
Business Basics - Profit and Loss Statement

Texas Restaurant Association
Ten Good Reasons for a Career in Foodservice

Texas Travel Industry Association
The Dollars and Sense of Texas Tourism
Uniquely Texas: A Lone Star Look at Culture and Heritage Tourism

Universal Studios
For Love or Money, performer Michael J. Fox

VMS, Inc.; *www.VMS-online.com*
Food Service Equipment
Measuring Ingredients & Following Directions

Warner Brothers
Ocean's Eleven

Yale University - video on the Internet
www.yale.edu/oehs/stream.htm

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Abe's Travel Safety Guide
www.travel-safety-and-health.com

About.com
www.coffeetea.about.com

Adelphia Seafood—recipes
www.adelphiaseafood.com/recipes/recipe.htm

A.I.G.
www.aigdirect.com

All Quotes
www.AllQuotesInsurance.com

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www.cancer.org

American Culinary Federation
www.acfchefs.org

American Dietetic Association
www.eatright.org

American Heart Association
www.americanheart.org

American Hotel & Lodging Association
www.ahla.com

American School Food Service Association
www.asfsa.org

American Woman Road & Travel
www.roadandtravel.com

Americans with Disabilities Act
www.ada.gov

BellSouth Office of Ethics and Compliance
www.ethics.bellsouth.com

Ben & Jerry's
www.benjerry.com

BenefitNews.com
www.benefitnews.com

Burger King
www.burgerking.com

Cedar Grove Inn-Bed and Breakfast
www.cedargroveinn.com

Centre for Innovation in Corporate Responsibility
www.cicr.net

Character Counts
www.charactercounts.com

The Chef's Catalog
www.chefscatalog.com

The Chef's Resource
www.chefsresource.com

Club Managers Association of America
www.cmaa.org

Coffees.com
www.harvardespresso.com

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www.cookingschools.com/careers-jobs/

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www.csrwire.com

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www.corporatetravelsafety.com

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Dot Foods
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eMac Digital
www.emacdigital.com

Find Law
www.findlaw.com

FindLaw for the Public
public.findlaw.com

Fish, seafood, and shellfish recipes
www.adelphiaseafood.com/recipes/recipe.htm

Food Allergy & Anaphylaxis Network
www.foodallergy.org

Food and Drug Administration
www.fda.gov

Food and Drug Administration Center Food Safety and Applied Nutrition
www.cfsan.fda.gov/label.html

Food and Nutrition Information Center (USDA)
www.nal.usda.gov/fnic

Food Presentation and Garnishing
www.homecooking.about.com/cs/foodpresentation/

Food Safety and Inspection Service
www.fsis.usda.gov

Foodservice.com
www.foodservice.com

Foodservice Equipment Reports
www.fermag.com

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www.franchiseopportunities.com

Franchise Solutions
www.franchisesolutions.com

FranChoice
www.franchiseselftest.com

FreshFish4u.com
www.chamtech.com/fishnet/recipes

Garnish Demonstrations - online videos
www.ag.uiuc.edu/˜food-lab/resources/videos/garnish/

Garnishing Place
www.garnishingplace.com

Go Nomad
www.gonomad.com

Got Milk?
www.whymilk.com

Green Hotels Association
www.greenhotels.com

Harkers
www.harkers.com

History Channel
www.history.com

Hospitality Educators Association of Texas
www.texaslodging.com/ef/hospitalityeducators.phtml

Hospitality Financial and Technology Professionals
www.hftp.org

Hospitality Lawyer.com
www.hospitalitylawyer.com

Hospitality Management Garnish Videos
www.ag.uiuc.edu/˜food-lab/resources/videos/garnish

Hospitality Net
www.hospitalitynet.org

Hospitality News
www.hospitalitynewsgroup.com

Hospitality Services Association (HSA International)
www.hsatraining.com

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www.chrie.org/public/publications/hosteur/hosteur.html

Hotel Interactive
www.hotelinteractive.com

Hotel and Motel Management
hvs.hotelmotel.com

Hotel Motel Plans
www.fentonmill.com

Hotel Online
www.hotel-online.com

Hotel Technology
www.htng.org/

HRZone
www.hrzone.com

Institute for Global Ethics
www.globalethics.org

Insure
www.insure.com

International Association of Reservation Executives
www.iare.com

International Business Ethics Institute
www.business-ethics.org

International Council on Hotel, Restaurant and Institutional Education (CHRIE)
www.chrie.org

International Food Service Executives Association
www.ifsea.com

Internet Search Engines
www.google.com
www.altavista.com
www.looksmart.com
www.yahoo.com

Kauffman Foundation's Resources for Entrepreneurs
www.entreworld.org

Krispy Kreme Donuts
www.krispykreme.com

Lake Tahoe South Shore Conference Planner
www.virtualtahoe.com/Meetings/

Landry's Restaurants, Inc.
    www.landrysseafood.com

LII, Legal Information Institute
    www.law.cornell.edu

Let's Talk Business Network
    www.ltbn.com

Lodging Hospitality
    www.lhonline.com

Maintenance Resources
    www.maintenanceresources.com

Mayo Clinic
    www.mayoclinic.com

McCormick
    www.mccormick.com

McDonald's
    www.mcdonalds.com

MeetingsNet
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Monster
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Most Choice
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National Association of College and University Food Services
    www.nacufs.org

National Coffee Association of USA, Inc.
    www.ncausa.org

National Dairy Council
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National Fire Protection Association
    www.nfpa.org

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National Foundation for Teaching Entrepreneurship
    www.nfte.com

National Restaurant Association
www.restaurant.org

North American Association of Food Equipment Manufacturers
www.nafem.org

Northwestern University Office of Risk Management
www.northwestern.edu/risk/handbook.htm

Nutrition, Education, Counseling and Service
www.ncescatalog.com

Nutrition Navigator
www.navigator.tufts.edu

Occupational Outlook Handbook
www.bls.gov/oco/

Occupational Information Network
www.job-descriptions.info

Omni Hotel
www.omnihotels.com

Open Travel Alliance
www.opentravel.org

OSHA
www.osha.gov

Professionalism International
www.professionalism.net

Quality Foods
www.qfi.com

Recipezaar
www.recipezaar.com

Ritz-Carlton
www.ritzcarlton.com/resorts

Robbie Haferkamp's Web Site (select Fancy Napkin Folds)
www.robbiehaf.com

Safe Within
www.safewithin.com/travelsafe

Small Business Administration
www.sba.gov

Small Business Administration Women's Business Center
www.onlinewbc.gov

Small Business School
www.smallbusinessschool.org

Starwood Hotels & Resorts
www.starwood.com

SYSCO Corporation
www.sysco.com

Systems Thinking Primer
www.systemsprimer.com

Tea Home Page
www.tea.co.uk

Team Management Systems
www.tms.com.au/wothot.html

Texas Hotel & Lodging Association
www.texaslodging.com

Texas Restaurant Association
www.restaurantville.com

Texas State Library and Archives Commission-Continuing Education
www.tsl.state.tx.us/ld/tutorials

Texas Tech University safety and emergency procedures
www.depts.ttu.edu/ehs/pubshtm.htm

Texas Travel Industry Association
www.ttia.org

TIPS: Training for Intervention Procedures
www.gettips.com

Travel Industry Association of America
www.tia.org

Travel Reservation Sites
www.expedia.com
www.travelocity.com
www.cheaptickets.com
www.vacationstogo.com

Tyson Foods
www.tyson.com

University of California Los Angeles Student employee manual
www.uclastore.ucla.edu/studentjobs/policies.html

U.S. Bureau of Labor Statistics (Occupational Outlook Handbook)
www.bls.gov

U.S. Census Bureau
www.census.gov (see People: Estimates and Projections)

U.S. Equal Employment Opportunity Commission
www.eeoc.gov

U.S. Department of Homeland Security
www.fema.gov

U.S. Department of Labor Occupational Safety & Health Administration
www.osha.gov

U.S. Department of State Bureau of Consular Affairs American Citizens Services
www.travel.state.gov

U.S. Office of Personnel Management
www.opm.gov

U.S. Office of Travel and Tourism Industries
www.tinet.ita.doc.gov

Waiters World
www.waitersworld.com

Women Travel Tips
www.womentraveltips.com

Workcover Corporation
www.workcover.com

Workplace Toolbox
www.workplacetoolbox.com

World Tourism Organization
www.world-tourism.org

Yale University
www.yale.edu/ytravel

Yale University Office of Environmental Health & Safety
www.yale.edu/oehs/index.htm

Additional websites can be found on Teaching Aid 83, ***Food Safety and Sanitation Web Sites.***

Examples of Establishments in The Hospitality Industry Network

Food Service

Clubs:	Dallas County Country Club
Institutions:	Baylor Hospital
Beverage Establishments:	Dr. Pepper Bottling Company Local snow cone stand
Restaurants Separate from other Business:	Gaido's Seafood Restaurant
Restaurants with other Business:	Remington Café/Harvey Hotel
Catering and Banquets:	Debbie's Catering Service

Lodging

Hotels/Motels:	The Mansion on Turtle Creek La Quinta Inn
Gaming Resorts, Casinos:	New York New York Hotel/Casino
Resorts:	The Ritz-Carlton Naples, Naples, Florida
Convention Hotel:	The Hyatt Regency Hotel
Bed and Breakfast:	The Rhett House Inn
Institutions:	Good Times Travel Clubs
Clubs:	YMCA Camp Facilities Girl Scouts Camps

TA 2a

Hospitality Industry Network Match

Foodservice

Foodservice: Club

Foodservice: Institution

Foodservice: Beverage establishment

Foodservice: Restaurant separate from other businesses

Foodservice: Food and beverage services with other businesses

Foodservice: Catering and Banquets

Hospitality Industry Network Match
Foodservice Examples

TA 2c

Hospitality Industry Network Match

Lodging

Lodging: Hotel

Lodging: Motel

Lodging: Gaming Resort, Casino

Lodging: Resort

Lodging: Convention Hotel

Lodging: Bed and Breadfast

Lodging: Institution

Lodging: Club

TA 2d

Hospitality Industry Network Match

Lodging Examples

TA 3

Hospitality Industry Network Chart

Foodservice Clubs	Foodservice Institutions	Foodservice Beverage Establishments	Foodservice Restaurants separate from other Businesses
Foodservice Restaurants with other Businesses	Foodservice Catering & Banquets	Lodging Hotels	Lodging Motels
Lodging Casinos	Lodging Resorts	Lodging Convention Hotels	Lodging Bed & Breakfast
Lodging Institutions	Lodging Clubs	Lodging My favorite motel	Lodging My favorite hotel

The Hospitality Industry: Did You Know?

In the United States

- International travel is one of the largest exports for the United States, ranking ahead of agricultural goods, consumer goods, and motor vehicles.
- In 2002, spending by resident and international travelers in the U.S. averaged $1.5 billion a day, $61 million an hour, $1 million a minute, and $17 thousand a second.
- The restaurant industry employs 11.7 million people, or 8 percent of those employed in the United States, making it the nation's largest employer outside the government.
- The travel-and-tourism industry is the first, second, or third largest industry in 32 states.
- In 2003, restaurant industry sales are projected to reach $426.1 billion.
- The restaurant industry's share of the food dollar is currently 46.1 percent and is expected to reach 53 percent in 2010.

In Texas

- Texas directly and indirectly employs over a million people in the tourism industry. Tourism is the third largest industry in Texas.
- Texas' 2001 restaurant sales of $22.6 billion were the second largest sales volume in the country.
- There were 46,214 eating-and-drinking-place establishments in Texas in 2001, employing 643,100 persons.
- The Texas foodservice industry, an essential piece of the tourism puzzle, employs more than 650,000 people, making it the largest retail employer in Texas.
- In 2001, the Texas hotel industry employed 94,708 individuals. Texas hoteliers offer more hospitality training programs for high school students than all the other states combined.

Data as of March 2003 from industry Web sites, such as National Restaurant Association, Travel Industry Association of America, Texas Travel Industry Association, U.S. Office of Travel and Tourism Industries.

TA 5a

Hospitality Industry Trivia

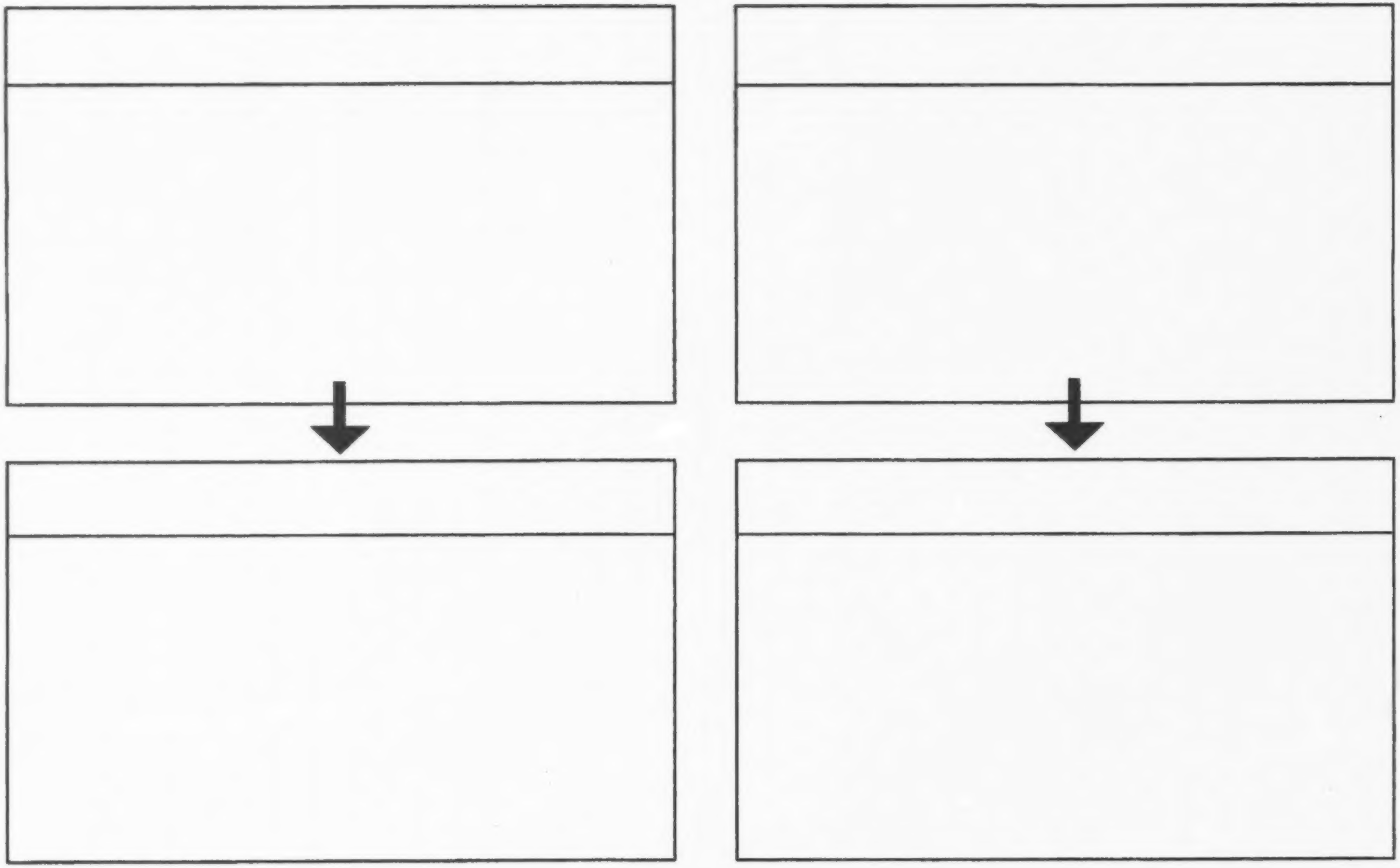
First American Hotel	Famous lodging event recorded in the Bible	Hotel	Adelphi Hotel
Palace Hotel	Ellsworth M Statler Statler Hotel	The Tremont House Boston, 1829	Conrad Hilton
Motel	Founder of Holiday Inn	Travelodge	Caravansary
Motel 6	Willard Marriot Alice (Allie) Marriot Marriot Hotels	Ray Kroc	Alice Waters
Helen Corbett	Mahala Stouffer	Paris Ritz Ritz-Carlton	Cesar Ritz

Hospitality Industry Trivia

The City Hotel opened in 1794 in New York City; had 73 rooms and no other purpose than lodging	Joseph and Mary being turned away at the inn in Bethlehem	French for "mansion" or city dwelling of a rich person	First high-rise structure in New York City
First American luxury hotel built in San Francisco	The hotel operator's slogan: "A room and a bath for a dollar and a half"	This hotel offered private rooms with locking doors; each room had wash basin, a water pitcher, and a bar of soap. Had restaurant in lobby. Full-time staff included bellhop.	This famous hotel builder rented out spare rooms in father's house to travelers
Term for roadside hotels or inns; first used in the California hospitality industry in 1925	Kemmons Wilson; in 1952 he established the first Holiday Inn on the outskirts of Memphis, Tennessee	First successful economy hotel chain	Dating back as early as 500 BC, had an enclosed courtyard for camels and rooms for travelers to spend the night
First no-frills budget motel opened in 1963	Founders of A&W root beer and fast-food restaurant; added sandwiches; expanded to lodging 20 years later	Founder of McDonald's, most successful fast-food restaurant in America	Mother of California-style food and a great mentor for women interested in becoming chefs
Served as Food Director in the Dallas Neiman Marcus Department store; credited with teaching Texans to eat fancy foods	Was part of family-owned lunch counter in Cleveland, Ohio, that grew into the famous Stouffer dynasty	Hotels for rich and famous that featured king-size closets and ample drawer space	Founder of the Paris Ritz and Ritz Carlton of New York

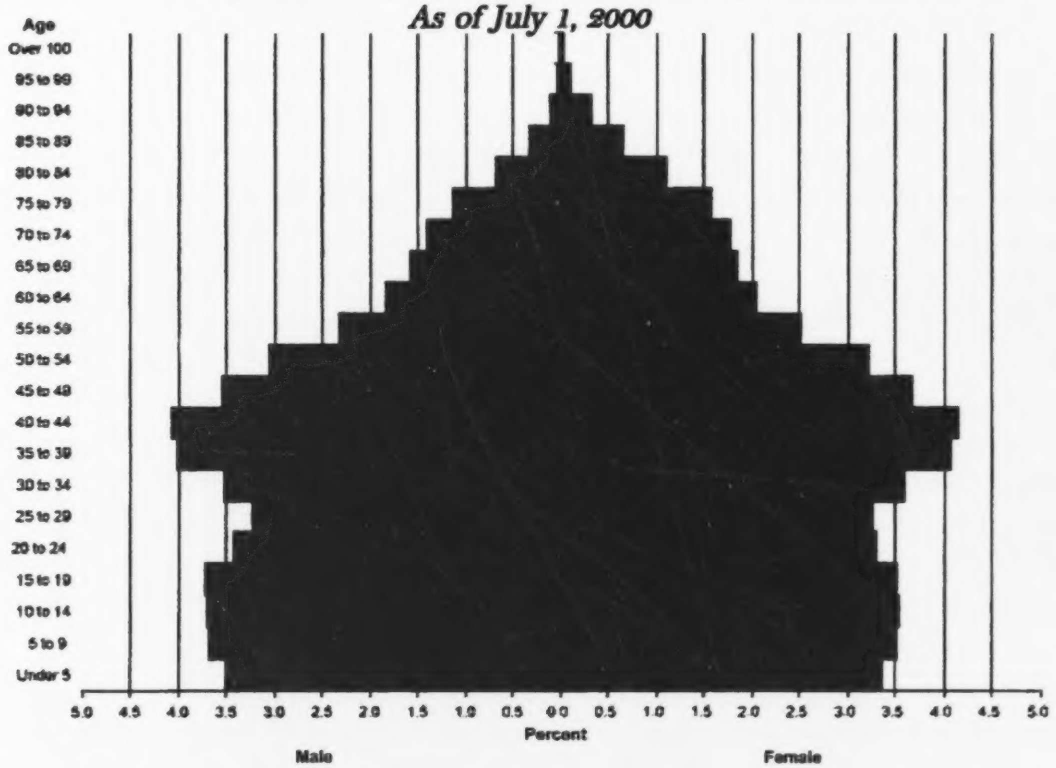
TA 6

Impact of Societal/Cultural and Demographic Trends on the Hospitality Industry

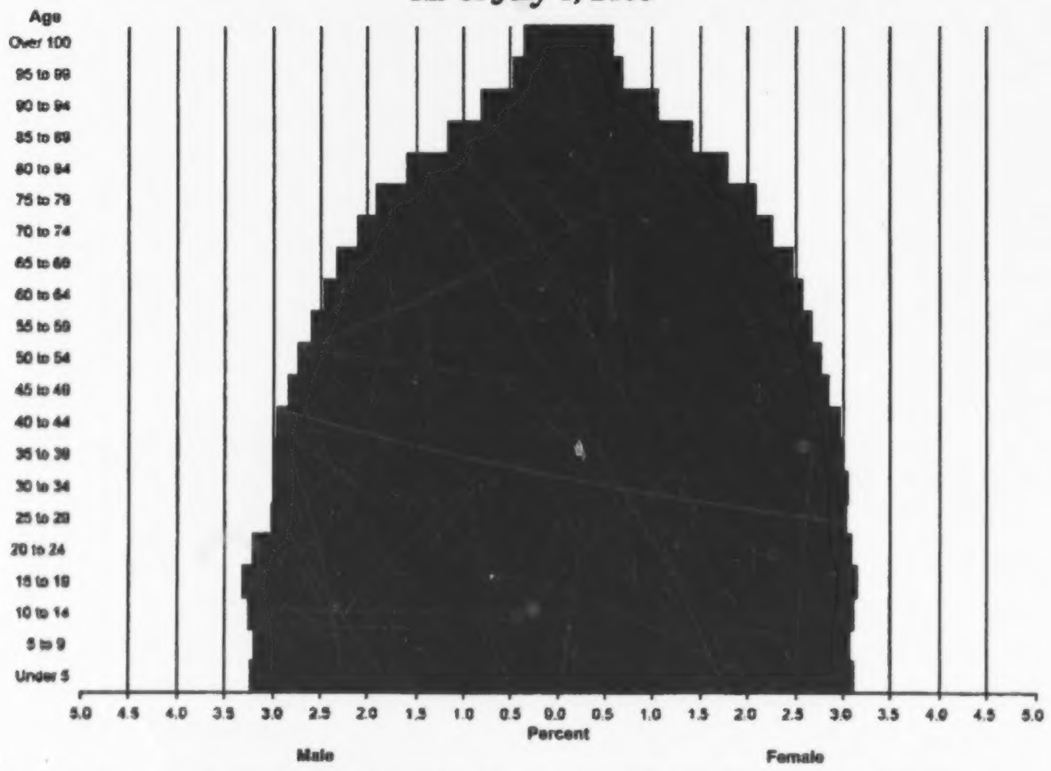


Projected Resident U.S. Population

As of July 1, 2000



As of July 1, 2100



Source: National Projections Program, Population Division, U.S. Census Bureau, Washington, D.C. 20233

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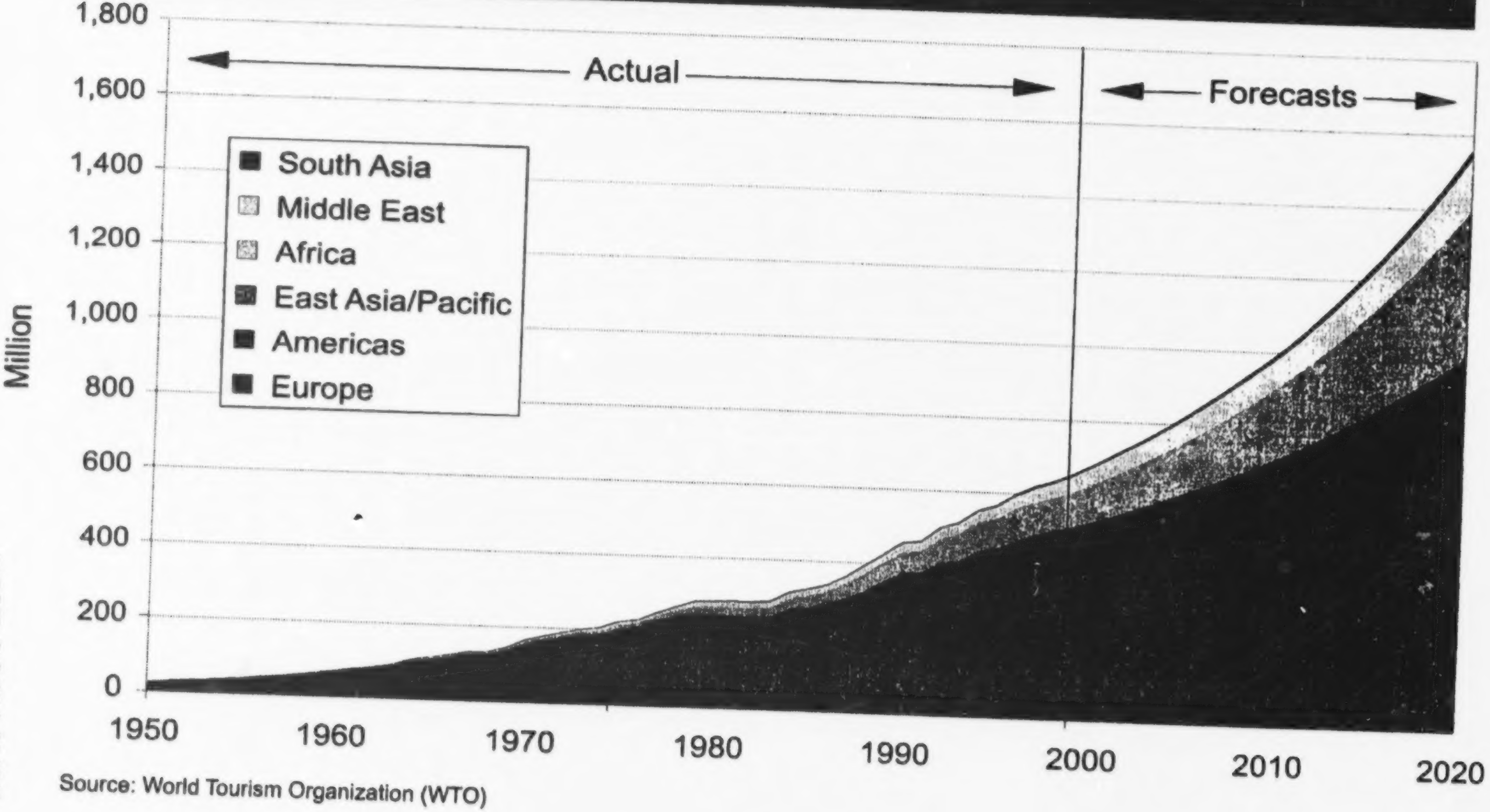
International Tourist Arrivals, 1950—2020



Source: World Tourism Organization (WTO)

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Aurelio's Trip

Aurelio's manager entered his office and handed Aurelio a packet of information. "We have been invited to present a session at the annual conference of the State Hospitality Association in Houston in three weeks. I would like for you to represent our company." Aurelio responded, "Great! I'll customize my PowerPoint presentation and make arrangements to attend."

Aurelio found information on the conference hotel in the packet. He dialed the toll free number and asked for reservations, and he was promptly transferred to Lena. He gave Lena the dates he would be staying and mentioned that he needed the SHA conference rates. She confirmed the dates and rate and gave Aurelio a confirmation number.

Next, Aurelio got on the Internet to book a round-trip flight. After looking over the schedule, he booked his flights, entered his credit card information, and printed out his confirmation number and itinerary. He made sure to input his frequent flyer number, so he would get credit for the air miles.

He wanted to try a different car rental company, so he compared rates and services for a couple companies on-line. He selected a company and reserved a rental car on-line, following the prompts to select options, dates, and times.

The morning he was scheduled to leave for the conference, his manager gave Aurelio a budget proposal just received from the general office. "We need to analyze the proposal and respond to Chicago by 2 p.m. tomorrow, and I need your input," his manager said. "Please look it over and call me tonight. We will have to work through revisions by noon tomorrow." Aurelio read the proposal on the plane and typed notes in his laptop regarding issues and potential revisions.

When Aurelio arrived in Houston, he picked up his rental car. He had subscribed to the rental company's "Silver Club," so he was able to bypass the registration counter and go directly to his car. The keys were in it, his personalized rental contract was on the driver's seat, the trunk was open, and the car was even warmed up. "Now, this is service!" he said to himself.

Aurelio had printed directions from the airport to the hotel off the Internet. However, one of the major highways was under construction, and he got off track. He pulled into a parking lot and dialed the hotel on his cell phone. After getting updated directions, he proceeded to the hotel.

He was greeted warmly by the front desk clerk. He gave the clerk his credit card, and she promptly checked him in and gave him a magnetically-coded key card. Aurelio went to his room, unpacked, and adjusted the electronic thermostat to his preferred temperature. He plugged in his laptop to the data port and checked his e-mail. He sent his manager a recap of his budget notes and recommendations.

Aurelio drove to a nearby seafood restaurant for dinner. There was a wait, so he gave his name to the hostess and received a pager that would indicate when his table was ready. Soon he was seated and ordering his favorite crawfish entree. He watched as the waitress crossed the room and entered his order on a computer touch-screen ordering station. After enjoying a delicious meal, he paid with his credit card and drove back to the hotel.

Aurelio's Trip, cont'd.

Settled comfortably in his room, Aurelio got back on the computer and checked his e-mail. He had a reply from his manager, with additional questions about the budget proposal. Aurelio answered the questions and e-mailed his final comments. With that task accomplished, Aurelio reviewed and made final edits to his PowerPoint presentation for the next day.

He dialed the extension and keyed in the time for his morning wake-up call. He turned on the television with the remote and checked his account billing, noting the procedures he would use in the morning to check out electronically. As he slipped under the covers for a sound night's sleep, Aurelio had a fleeting thought, "We sure do take modern technology for granted. I wonder what this trip would have been like 20 years ago... Even more, I wonder what it will be like 20 years from now!"

Technological Innovations

The Guest's Perspective

The Employee's Perspective

The Lodging Manager's Perspective

The Foodservice Manager's Perspective

TA 10

Hot Topics in Hospitality Industry Technology

ASP (Application Service Provider) - Addresses the varied technology needs of a hotel property. Instead of purchasing several expensive software applications or complex information systems, the property can rent them from an ASP via the Internet. Payment is usually in the form of a monthly fee.

Data warehouse - A database that consolidates information from multiple systems into a universally accessible and useable format. May apply to marketing (i.e., guest historical and prospective information), accounting data, and vendor information.

E-commerce (electronic commerce) - Performance of business transactions electronically, and most commonly over the Internet. Nearly 70% of U.S. properties are estimated to have a home page on the World Wide Web, and many offer on-line reservations. Other applications of e-commerce include on-line purchasing of products and services and sales of souvenir-type products.

WAN (wide-area network) technologies - Use of e-mail systems to provide instant communication capabilities across international and technical boundaries (e.g., standard message delivery and transfer of time-sensitive files and reports). WAN-based communication systems allow Internet communications with customers, vendors, and others (e.g., electronic delivery of group confirmations, billing summaries, and contract revisions).

Virtual concierge - Concierge services may be provided to guests through electronic interactions. Expands the valuable information services traditionally provided directly by concierges.

Wireless solutions - Wireless communication can provide many conveniences to guests, such as handheld check-in remotes, Point-of-Sale systems, and other instantaneous services.

CAREER RESEARCH PROJECT

Name of my Career: ______________________________________

1. Job Description

2. A. Education required

   B. Information about community colleges/universities/trade schools that you can attend to enhance your career

3. Preparation or courses that need to be taken while in high school

4. License/Certificate required? If yes, what type?
   Tests/exams for certification required?

5. Nature of work; Do you work alone or in a group; work with data, people or things, or combination of each?

6. Skills I must have to do this career

7. Working conditions

8. Physical demands/Mental demands (light, medium, or heavy)

9. Typical working hours

10. Description of a typical day of your career

11. Salary range
    Beginning salary

12. Benefits of your career

13. Employment outlook (Can you get a job in the near future?)

14. Related careers

Career Project Assessment

Research for the career: 100 points or _______points

PowerPoint presentation
Brochure (computer-generated)
Display poster
Booklet
Brochure by hand 100 points or ______points

This project is the equivalent of a major test grade.

The finished project will be graded according to:
- Accuracy of the subject information
- Correct usage of English; spelling
- Creativity and neatness

Exploring Want Ads

Directions: Obtain information from help wanted ads from a newspaper. Use these ads to complete as much information as you can to fill in the columns. Cut out and glue ads to the back of this page.

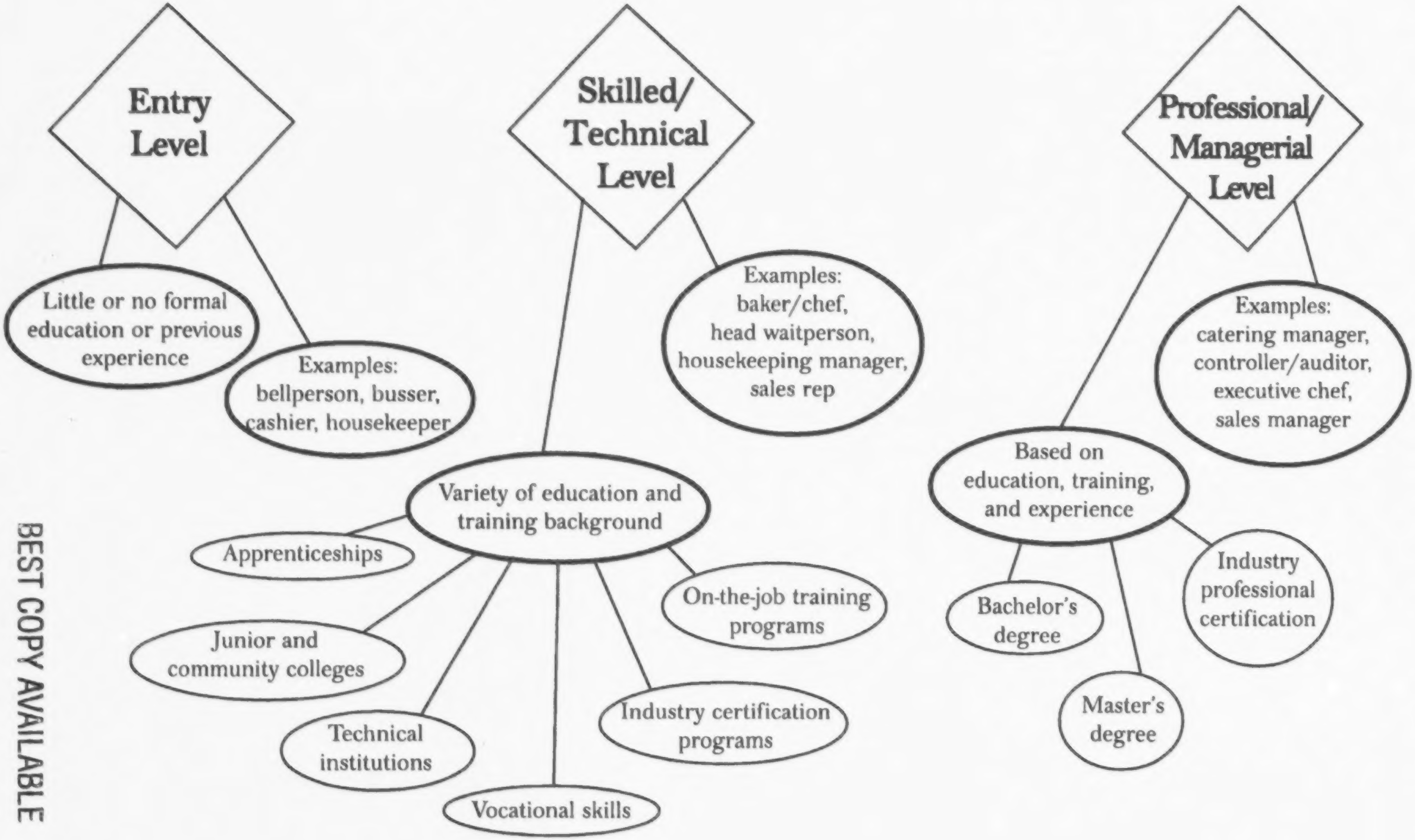
	Want Ad 1	Want Ad 2	Want Ad 3	Want Ad 4
1. Opportunities for advancement (yes or no)				
2. Name of company				
3. Name or title of position				
4. Telephone number				
5. Job requirements				
6. Educational/training requirements				
7. Salary				
8. How do you apply for the job (call, in person, etc.)?				
9. Other pertinent information				

Questions for Entrepreneurs

The following are examples of questions that could be used in interviewing an entrepreneur as well as for guest speakers in the classroom.

1. How did you arrive at the idea for your business?
2. What does your business offer that makes it different from others like it?
3. What were the types of start-up costs?
4. What type of education or training did you need?
5. Who are your customers/clients?
6. How would you compare the potential earnings in this business to earnings for comparable skills and energy invested as an employee in someone else's business?
7. What are some marketing strategies that have been successful for you?
8. What are the hidden costs of the business?
9. What is your most important resource?
10. What sources of help or advice did you receive on entering the business?
11. How does being a business owner impact your family and friends?
12. What are the major goals of your business?
13. If you had it to do over again, what would you change?

Hospitality Industry: Training and Advancement Options



Entry Level

Little or no formal education or previous experience

Examples: bellperson, busser, cashier, housekeeper

Skilled/ Technical Level

Examples: baker/chef, head waitperson, housekeeping manager, sales rep

Variety of education and training background

Apprenticeships

Junior and community colleges

Technical institutions

Vocational skills

Industry certification programs

On-the-job training programs

Professional/ Managerial Level

Examples: catering manager, controller/auditor, executive chef, sales manager

Based on education, training, and experience

Bachelor's degree

Master's degree

Industry professional certification

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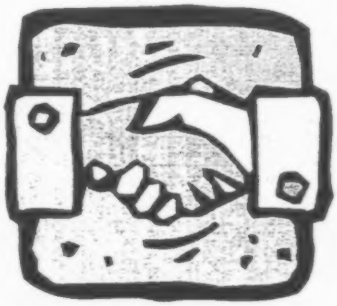
EMPLOYABILITY SKILLS

- Communication - verbal
- Communication - non-verbal
- Communicating in person
- Effective telephone skills
- Effective listening skills
- Abilities required in hospitality careers
  - flexible
  - versatile
  - professional
  - gracious
  - observant
  - tolerant
  - self-confident
- Appropriate grooming and appearance
- Business and personal etiquette
- Productive work habits
  - good work habits
  - teamwork and cooperation
  - accuracy
  - initiative
  - dependability
  - honesty
  - promptness
  - self-control
  - positive attitude
  - physical and mental health



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Personal Data Card

Directions: Complete this data accurately and neatly. Cut it out, fold it, and place it in your wallet to carry with you at all times. Remember to update it as needed.

PERSONAL DATA
Name ____________________
Address ____________________
Telephone __________ Hgt. ____ Wgt. ________
Social Security Number ____________________
Birthdate ____________________
Driver's License Number ____________________

High School ____________________
From Mo/Yr __________ To Mo/Yr __________
Address ____________________

fold — — fold

College ____________________
From Mo/Yr __________ To Mo/Yr __________
Address ____________________

REFERENCES
1. Name __________ Phone __________
   Address ____________________
   Occupation ____________________
2. Name __________ Phone __________
   Address ____________________
   Occupation ____________________
3. Name __________ Phone __________
   Address ____________________
   Occupation ____________________

fold — — fold

PREVIOUS EMPLOYMENT
Company Name ____________________
Supervisor ____________________
Address ____________________
Employed From ______ To ______ Kind of Work ______
____

Company Name ____________________
Supervisor ____________________
Address ____________________
Employed From ______ To ______ Kind of Work ______
____

Where Do You Look for Jobs?

1. School Personnel

⇒ counselors

⇒ teachers

⇒ high school or college job placement office

2. Network of Family and Friends

⇒ a list of family and friends who can help you with job leads in the field where you have interest

⇒ entrepreneurs you know

3. Employment Agencies

⇒ people seeking jobs meet with counselors at the employment agency; the counselor contacts various employers

⇒ private employment agencies—operated by people trying to make a profit

⇒ public employment offices—operated by federal or state government with free services (e.g., Texas Workforce Commission)

4. Newspaper

⇒ "help wanted" ads with information on salary and job responsibilities

⇒ profile of local business community—growing businesses, employment trends, and announcements of promotions

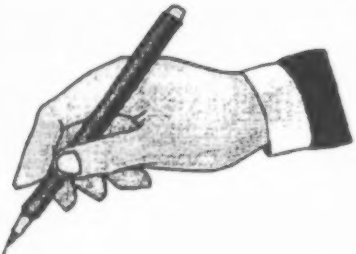
5. Government Offices

⇒ city, county, regional, state or federal levels

6. Job Postings by Employers, Professional Organizations, or Trade Publications

⇒ go to Web sites for big business and professional organizations

⇒ trade publications may list positions available for employment in specific career concentrations



Letter of Inquiry

A letter of inquiry is an initial letter written to an employer to inquire about applying for a job. Following are suggestions for writing a letter of inquiry.

Give the **title of the job** for which you are applying. If you learned about the job through a newspaper ad, be sure to reference the **name and date of the newspaper**. The employer may be running more than one ad and will want to know which one you are answering.

Briefly describe your job **qualifications and experience**, focusing on things you have done that would qualify you for the advertised position. You want to let the employer know why you would be a good candidate for the position.

If you have no work experience, mention **volunteer experience, special interests, or anything about you that would convince the employer** that you are qualified for the job.

Offer to provide references or additional information upon request.

End the letter by **asking for an interview** and letting the employer know **where to call you**.

✍ **An important note:**
Be sure to respond to a newspaper advertisement as soon as possible. If you delay, you may miss out on a job opportunity.

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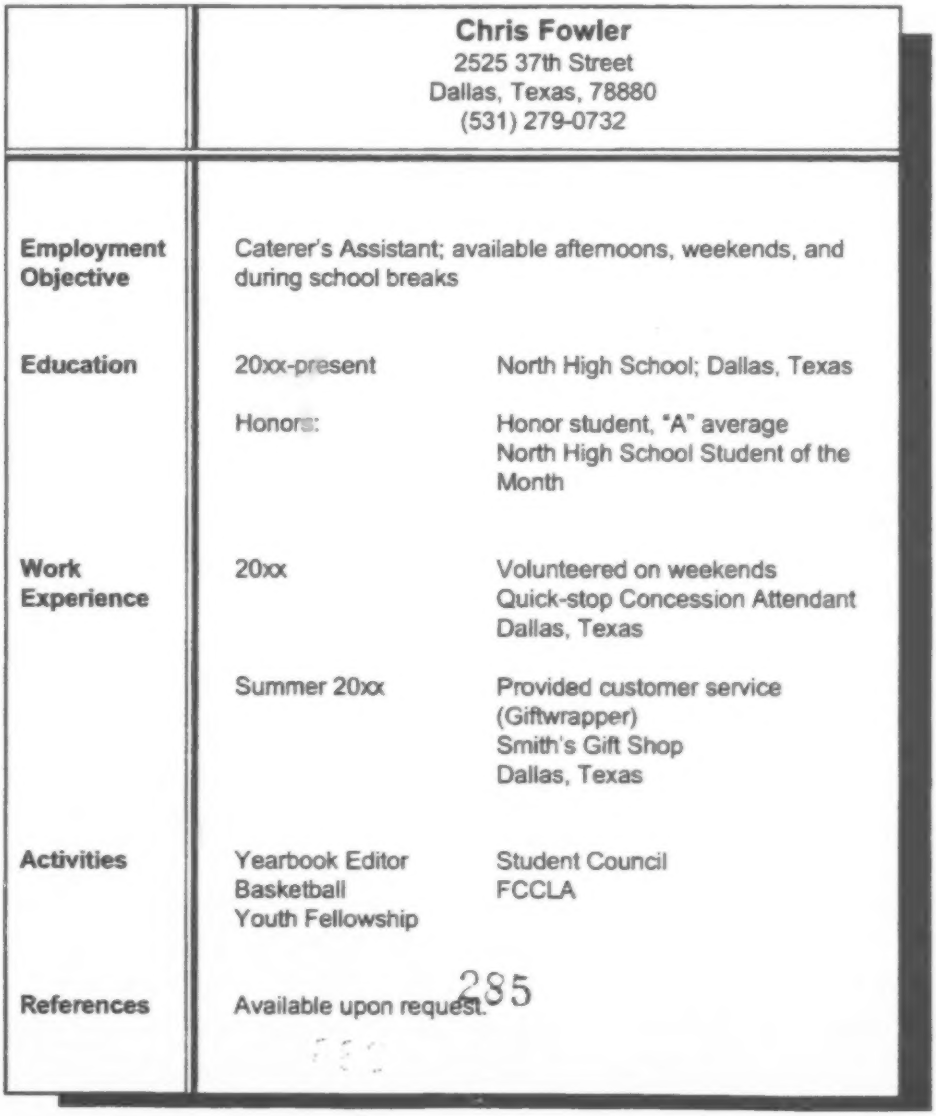
Guidelines for Writing Resumés

The following guidelines should be observed when writing a resumé:

- Type the resumé. Use one-inch margins and double space between paragraphs. A resumé should be one standard (8 1/2" x 11") page in length, but no longer than two pages. It is not acceptable to present a resumé in handwritten form.
- Check the resumé for spelling and grammatical errors.
- Use action verbs to describe job duties. Examples of action verbs include the following: *design*, *compose*, *develop*, *maintain*, *schedule*, *supervise*, *plan*, *prepare*, and *monitor*.
- Include information relevant to the position being sought.
- List the most recent accomplishments first in the work experience and education sections of the resumé.
- Use a positive style of writing. Emphasize accomplishments rather than failures.

Sample Resumé



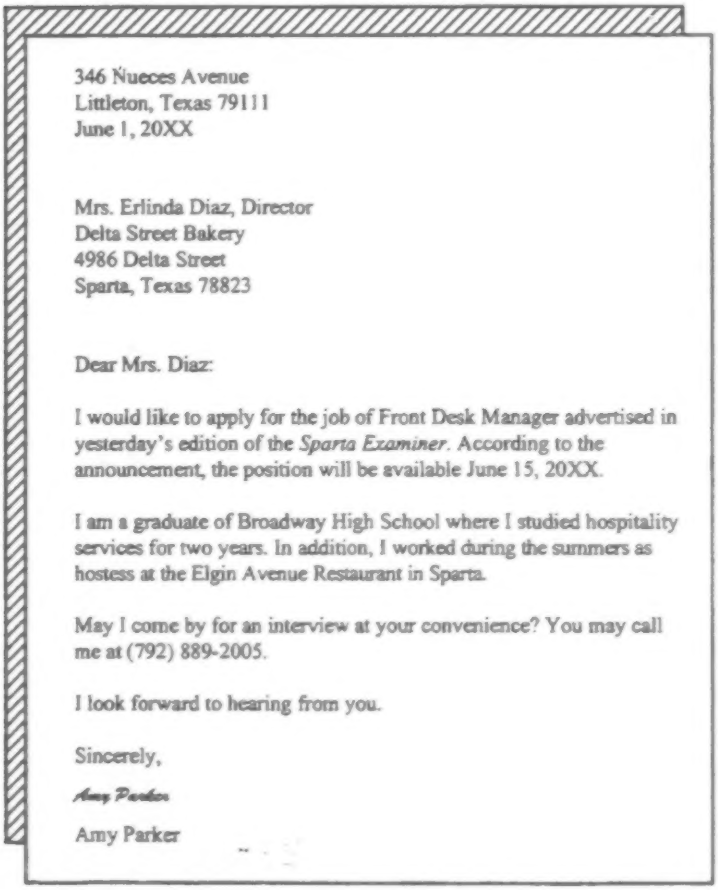
Chris Fowler
2525 37th Street
Dallas, Texas, 78880
(531) 279-0732

Employment Objective	Caterer's Assistant; available afternoons, weekends, and during school breaks	
Education	20xx-present	North High School; Dallas, Texas
	Honors:	Honor student, "A" average North High School Student of the Month
Work Experience	20xx	Volunteered on weekends Quick-stop Concession Attendant Dallas, Texas
	Summer 20xx	Provided customer service (Giftwrapper) Smith's Gift Shop Dallas, Texas
Activities	Yearbook Editor Basketball Youth Fellowship	Student Council FCCLA
References	Available upon request.	

Guidelines for Writing Letters of Application

A ***letter of application*** is sent on the following occasions:
- When answering a newspaper want ad
- As a cover letter when mailing a resumé to a prospective employer
- When contacting an employer who lives in another city

Guidelines for writing letters of application are as follows:
- Type the letters of application on good quality, letter-sized (8 1/2" x 11") white or off-white paper. The letter should be neat in appearance, and there should be no typing or grammatical errors.
- Use the correct name and title of the person to whom you are writing.
- Indicate the position for which you are applying.
- If applicable, mention the name of a person who has referred you to the employer.
- Explain why you would be of value to the employer.
- In closing, request an interview.
- Keep the letter short and concise. An application letter should be one page long.
- Include your name, address, and phone number so the employer knows where to contact you.



346 Nueces Avenue
Littleton, Texas 79111
June 1, 20XX

Mrs. Erlinda Diaz, Director
Delta Street Bakery
4986 Delta Street
Sparta, Texas 78823

Dear Mrs. Diaz:

I would like to apply for the job of Front Desk Manager advertised in yesterday's edition of the *Sparta Examiner*. According to the announcement, the position will be available June 15, 20XX.

I am a graduate of Broadway High School where I studied hospitality services for two years. In addition, I worked during the summers as hostess at the Elgin Avenue Restaurant in Sparta.

May I come by for an interview at your convenience? You may call me at (792) 889-2005.

I look forward to hearing from you.

Sincerely,

Amy Parker

Amy Parker

Guidelines for Completing Job Applications

A *job application* must be completed neatly and precisely. The following suggestions can help an individual effectively complete a job application. Read the entire application to make sure all questions are understood.

- Follow the instructions carefully.
- Print or write neatly and clearly.
- Use an ink pen, preferably black.
- Answer each question. Do not leave questions blank. If a question does not apply to you, write NA (not applicable) in the space, or draw a line through the space.
- Spell correctly. Use your list of facts to check the spelling of names of past employers and references.
- Answer all questions honestly.
- Include area codes and zip codes in all telephone numbers and addresses that are requested.
- Use the word *open* or *negotiable* to answer questions regarding expected salary.
- List all part-time and full-time jobs you have had. Always avoid negative comments when reasons for leaving are requested.
- Emphasize special courses, experiences, on-the-job training, or hobbies that have provided skills necessary for the position.
- Include any special licenses held or certificates received.

In order to be prepared to provide a factual account of information involving past work experiences, education, personal characteristics, and skills, an individual should prepare a list of these facts to refer to when completing the job application. The list should include the following information:

- Social security number
- References (names, job titles, addresses, and telephone numbers)
- Former employers (names, job titles, addresses, telephone numbers, and dates of employment)
- Record of education (courses taken and grades received or a transcript)
- Community or school activities, honors, skills, hobbies, and interests

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Sample Job Application

Complete this job application form as completely, neatly, and accurately as possible.

General Information

Date: ________ Last Name: ____________________ First Name: ____________________ MI: ___
Home Phone: ____________ Street Address: ______________________________
City: ________________ State: ________________ Zip: ____________________

Name of someone who can be contacted
in the case of an emergency: ______________________________
Phone Number: ____________________

Employment History

From: ______ To: ______	From: ______ To: ______
Employer: ____________________	Employer: ____________________
Address: ____________________	Address: ____________________
Supervisor's Name: ____________________	Supervisor's Name: ____________________
Duties Performed: ____________________	Duties Performed: ____________________
____________________	____________________
____________________	____________________
Reason for Leaving: ____________________	Reason for Leaving: ____________________

Education

Name of School: ____________________	Name of School: ____________________
Address: ____________________	Address: ____________________
Date of Graduation: ____________________	Date of Graduation: ____________________
Degree Received: ____________________	Degree Received: ____________________

Other Information

List any awards, special talents, or interests you have:
____
____

List the names, addresses, and phone numbers of three references (not related to you):
1. ______________________________
2. ______________________________
3. ______________________________

Date available for employment: ____________________

List skills and training in which you have experience:
____
____
____

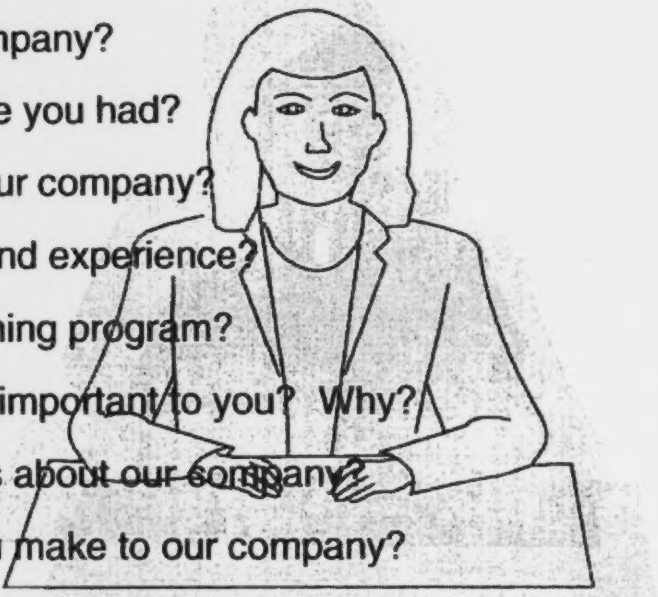
I acknowledge that the above information is true to the best of my knowledge.

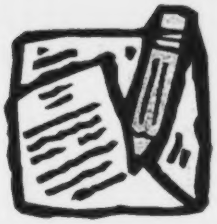
Signature ____________________ Date ____________________

Interview Questions

Prepare yourself for the job interviews by writing the answers to the following questions on your own paper.

- What type of work do you want to do? Why?
- What qualifications do you have for this type of work?
- Why did you choose this particular field of work?
- Why did you select our company?
- What work experience have you had?
- What do you know about our company?
- What is your background and experience?
- Are you interested in a training program?
- Is the size of our company important to you? Why?
- Do you have any questions about our company?
- What contributions can you make to our company?
- What are your strengths and weaknesses?
- What subjects have you liked the most and the least in school?
- What are your hobbies and interests?
- What type of leadership experience do you have?
- Do you have any plans for further self-improvement?
- What was your major achievement in high school?
- What starting salary or wage do you expect?





Sample Follow-up Letter

2456 Creekmore Lane
Topper, Texas 70047
July 15, 20XX

Mrs. Consuela Gomez
Fiesta Food Sales
7833 Hooper Street
Topper, Texas 70047

Dear Mrs. Gomez:

Thank you for the time you spent interviewing me for the food sales representative position at Fiesta Food Sales. After discussing this job with you, I am very interested in the position. I believe my family and consumer sciences classes and my experience at the Topper Town Supermarket have prepared me well for this type of job.

If you need any additional information, please contact me at the above address or at (806) 045-4859.

Sincerely,

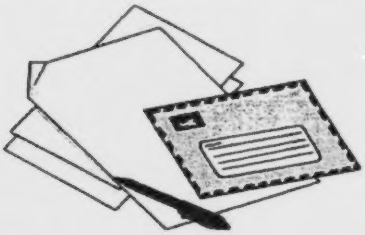
Luke Turner

Luke Turner

Guidelines for Terminating Employment

There are many reasons to terminate or leave a job. The decision to terminate a job should be made carefully. When an individual decides to leave a job, he or she should try to leave on good terms. Guidelines for a positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) should be given if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated.
- It is customary to give at least a two-week notice or a four-week notice if the employee is paid once a month.



Tips for writing a letter of resignation:

Tell when you want to quit the job.
Thank the employer for her or his help.
Tell why you are quitting if appropriate (*optional*).
Tell where you will be working in the future (*optional*).
Type a neat, concise letter following a business format.

Suggested Obligations in Terminating Employment

For the Employee:

- Leave on good terms.
- Job search away from work.
- Continue to work efficiently and well on the present position while searching for new employment.
- Be an honest, dependable, and trustworthy employee.
- Give ample notice to the employer before taking a new position.
- If appropriate, offer to train the replacement.

For the Employer:

- Clearly state work expectations, career-related duties, hours, and benefits to employees.
- Explain the obligations of employees in terminating employment.
- If appropriate, explain that the employee is expected to help find and/or train a replacement when terminating employment.
- Create a safe work environment for employees.
- Build a good relationship with employees.

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Differentiating the Levels of Electronic Portfolio Implementation*

0	1	2	3	4	5
All documents are in paper format. Some portfolio data may be stored on videotape.	All documents are in digital file formats, using word processing or other commonly-used software, and stored in electronic folders on a hard drive, floppy diskette, or LAN server.	Portfolio data is entered into a structured format, such as a database or HyperStudio template or slide show (PowerPoint) or AppleWorks) and stored on a hard drive, Zip, floppy diskette, or LAN server.	Documents are translated into Portable Format with "hyperlinks" between standards, artifacts, and reflections using Adobe Acrobat Exchange and stored on a hard drive, Zip, Jaz, CD-R/W, or LAN server.	Documents are translated into HTML, complete with "hyperlinks" between standards, artifacts, and reflections, using a web authoring program and posted to a WWW server.	Portfolio is organized with a multimedia authoring program. Incorporating digital sound and video is converted to digital format and pressed to a CD-R/W or posted to WWW in streaming format.

***Scale rating**: 0=little or no technology to 5=sophisticated multimedia programs

Adapted From: http://transition.alaska.edu/www/portfolios/toolsarticle.html#BM4

Management of Multiple Roles

The society of the 21st century is complex. Men and women are faced with the challenge of managing the roles of spouse, parent, community member, and wage-earner. Family leaders realize that role sharing, role flexibility, and development of support systems are needed to enjoy a desired pattern of living. More fathers are sharing the responsibility for household chores and child care, and more mothers working part-time or full-time are examples of role sharing and role flexibility. As couples try out new ways to handle work and family responsibilities, they discover that moving away from traditional roles is uncomfortable to them and may result in criticism and pressure from those close to them. Support and communication are necessary to help family leaders manage their roles.

Many individuals have no difficulty accepting multiple roles that are necessary because of a changing employment and family structure. Some individuals readily accept family members sharing both employment and homemaker roles. These shared roles may be referred to as integrated or egalitarian roles. Role integration is the lessening of the distinction of work roles for males and females. Role integration allows family members, regardless of sex, to do what needs to be done to maintain a positive, stable family life. Integration of roles is more likely to be successful when partners discover and use their strengths and interests. Communication and mutual support are needed to make role integration successful.

If role adjustments are not made, productivity at home and work can be affected. Lack of role adjustment can lead to frustration and dissatisfaction with family life. Persons must learn to balance the needs and responsibilities of their roles as an individual, a family member, and an employee. Each area may be competing with the others for time and energy.

Strategies for Resolving Role Conflicts

Specific strategies that can help maintain a balance between individual, work, and family life are as follows:

- **trade offs** – behaviors, activities, and responsibilities left undone to fulfill others. Making a trade off means deciding or being forced to spend time and energy on one activity over another and thus giving up another activity permanently or temporarily.
- **role priorities and role sharing** – clarify roles and decide which one is most important and how much time and energy to give to each one. Role sharing prevents role overload for one family member. It may occur with children who benefit by gaining a broader base of skills, developing independence, and gaining more nurturance from the parents. With role sharing, personal standards and expectations may have to be adapted. For example, standards for

Strategies for Resolving Role Conflicts, cont'd.

a "clean" home may have to be altered. Extended family members, aides, house cleaners, and service people may have to assume some of these tasks.

- **role sharing success** – Give a task to someone, give instruction, monitor results, and change expectations of results of the completed task.
  - ☞Treat spouses as partners in management and communicate expectations and appreciation.
  - ☞Clarify the difference between helping out and taking responsibility.
  - ☞When one owns the task, the individual takes the responsibility of carrying it out.
  - ☞Teach children a wide variety of skills needed to maintain a household; do not rely on traditional gender role expectations for children.
  - ☞Allow time for training and transition when delegating new roles to family members.
  - ☞Recognize that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks.
  - ☞Realize that "no" and "wait" may have to be said to allow time for rest. It is only human for family members to expect everything to be done by the person who's always been doing it before and to not appreciate the doer.
  - ☞Review priorities and standards. Consider relationships versus household needs. Standards may have to be lowered to encourage ownership of tasks and to develop self-confidence in the doer.
  - ☞Communicate family priorities and expectations and standards often.
  - ☞People often have questions or concerns when changes are made. Part of being a "change agent" is being a teacher and helping family members realize how certain role sharing ideas are beneficial.
- **support** – Social support involves feelings of esteem, love, respect, and belonging we get from family, friends, co-workers, community, and society. These sources become one's social support network.
  - ☞At times of stress or change, social support networks can be helpful in helping one cope with changes.
  - ☞Helpful support may come from family and peers facing the same challenges.
  - ☞Social support networks and the esteem, support, and respect they furnish are helpful in making difficult changes in role fulfillment.

Source: Kansas State Department of Education, 1994. *Balancing Work and Family.* Used with permission.

Exploring Professional Organizations

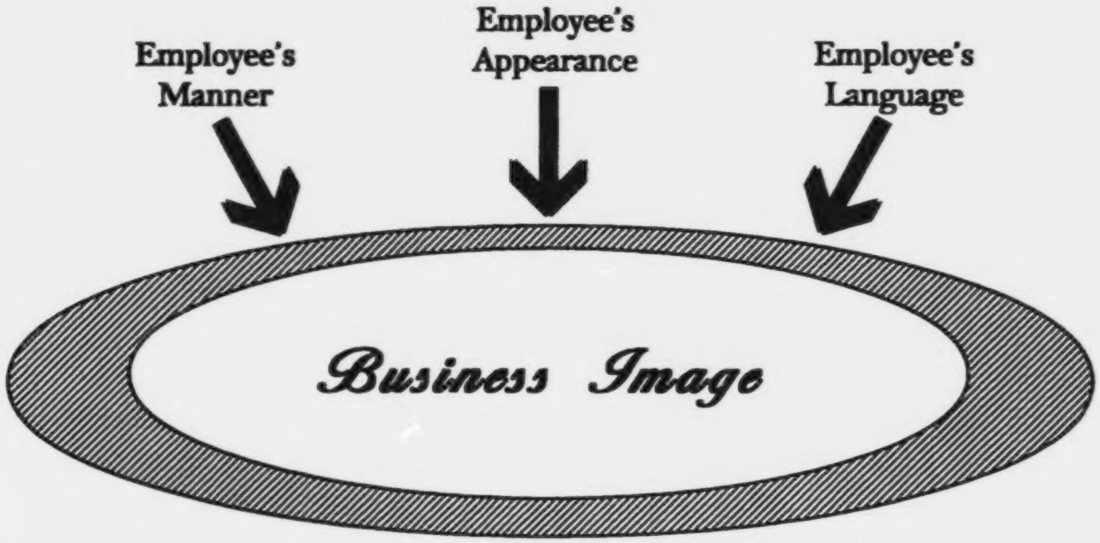
- Name of organization
- Address, including Web site URL
- Goals/Mission
- Number of members
- Member benefits
- Cost of membership
- Professional development opportunities and conferences
- Publications/products

WORST CASE / BEST CASE SCENARIO

For each of the following responsibilities, develop one scenario which depicts the outcome if the manager handles the responsibility well and another scenario which shows the manager handling the responsibility poorly. Add additional management responsibilities.

WORST CASE	MANAGEMENT RESPONSIBILITIES	BEST CASE
	business appearance	
	safety	
	sanitation	
	budgeting	
	customer service	
	delegating responsibility	
	interviewing potential employees	
	inventory	
	purchasing	
	personnel management	
	public relations	
	record keeping	
	sales	
	product quality	

Formation of a Business Image



Mr. And Mrs. Reed drove up to the front entrance of the hotel. Mr. Reed got out of his car looking for a bellhop to assist with the luggage. Jim, the bellhop on duty, was in a corner talking and joking with one of his friends. After about 45 seconds, Jim noticed Mr. Reed waiting. Jim came up to Mr. Reed and brightly welcomed him. After Mr. Reed opened the car trunk, Jim proceeded to remove the luggage and hit his head on the trunk lid. As he did so, he said, "This is the second time today I've hit my head on a stupid trunk lid." As he carried the Reed's luggage into the lobby, he motioned for his friend to join him, and they continued their previous conversations. Mrs. Reed noticed the gum that was stuck to the seat of Jim's pants as she followed him to the desk.

Directions: Change the above account so that the employee contributes positively to the image of the business.

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TA 34

Sports/Business Analogy

scores are to sports
as
financials are to businesses

Ways to keep track of success or failure in **SPORTS**	Ways to keep track of success or failure in **BUSINESS**
•	•
•	•
•	•
•	•
•	•
•	•
•	•
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•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

TA 35

Sample
Sports/Business Analogy Guide

ways to keep track of success or failure in **sports**	ways to keep track of success or failure in **business**
• baseball – RBI; hits, runs, errors; • football – field goal percentage, number of sacks, rushing yards • golf – eagles, birdies, bogies, hole-in-one • basketball – rebounds, free throw percentages • swimming – lap time • relay race – leg time • scouting reports	• balance sheet • statement of income and expenses • profit and loss statement • journal entry • credit • debit • payroll records • ledgers • inventories • break-even points • pro forma

TA 36

Name: ______________________________ Date: ____________________

Speaker Report Summary

Speakers' Name: ____

Title/Topic: ____

Company: ____

Purpose

Speaker's Specialization

Visual Aids Used

Engagement of Audience

General Notes

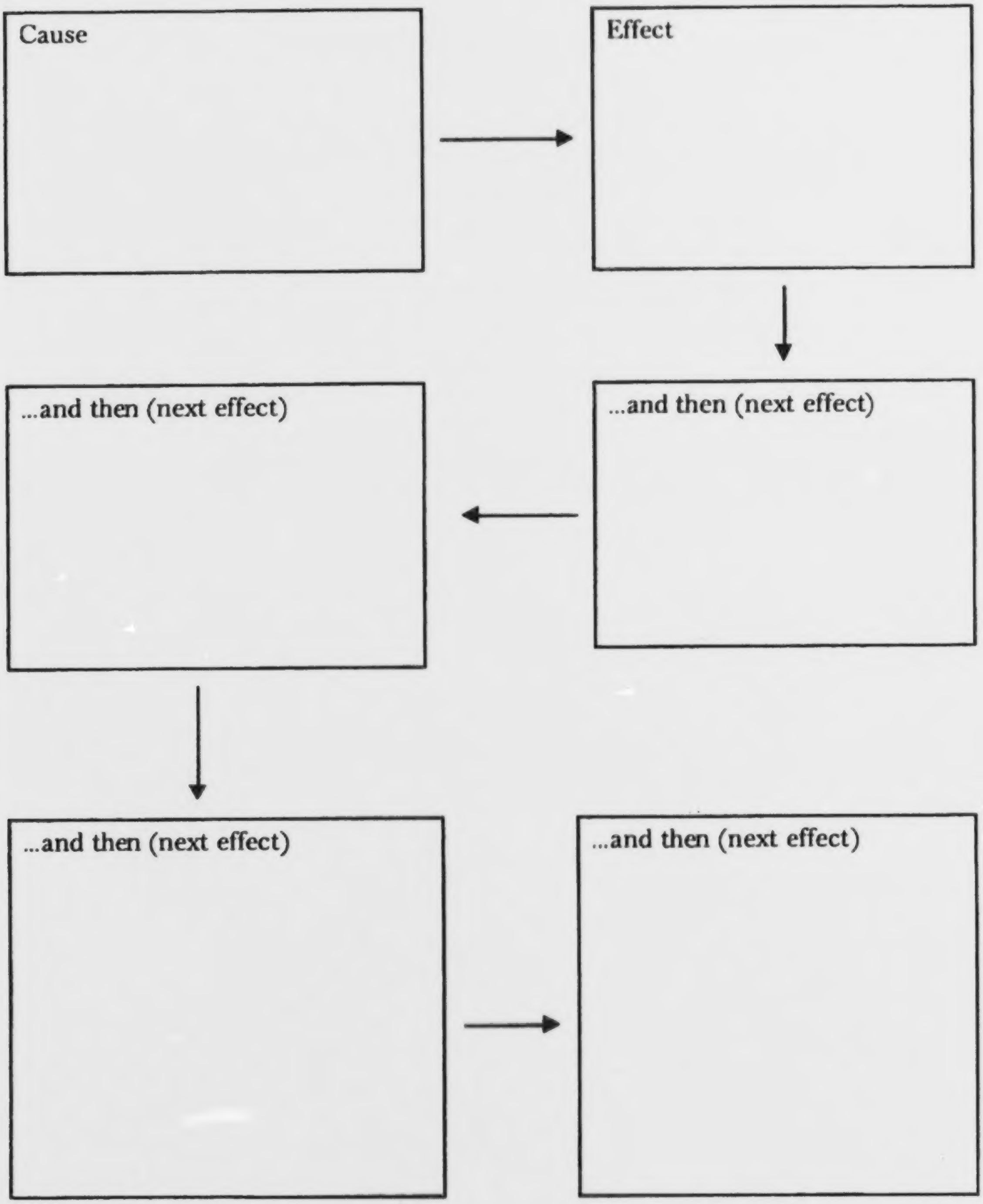
Three Key Points

-
-
-

One Quote

TA 37

Cause and Effect Chain Reaction


Cause
Effect
...and then (next effect)
...and then (next effect)
...and then (next effect)
...and then (next effect)

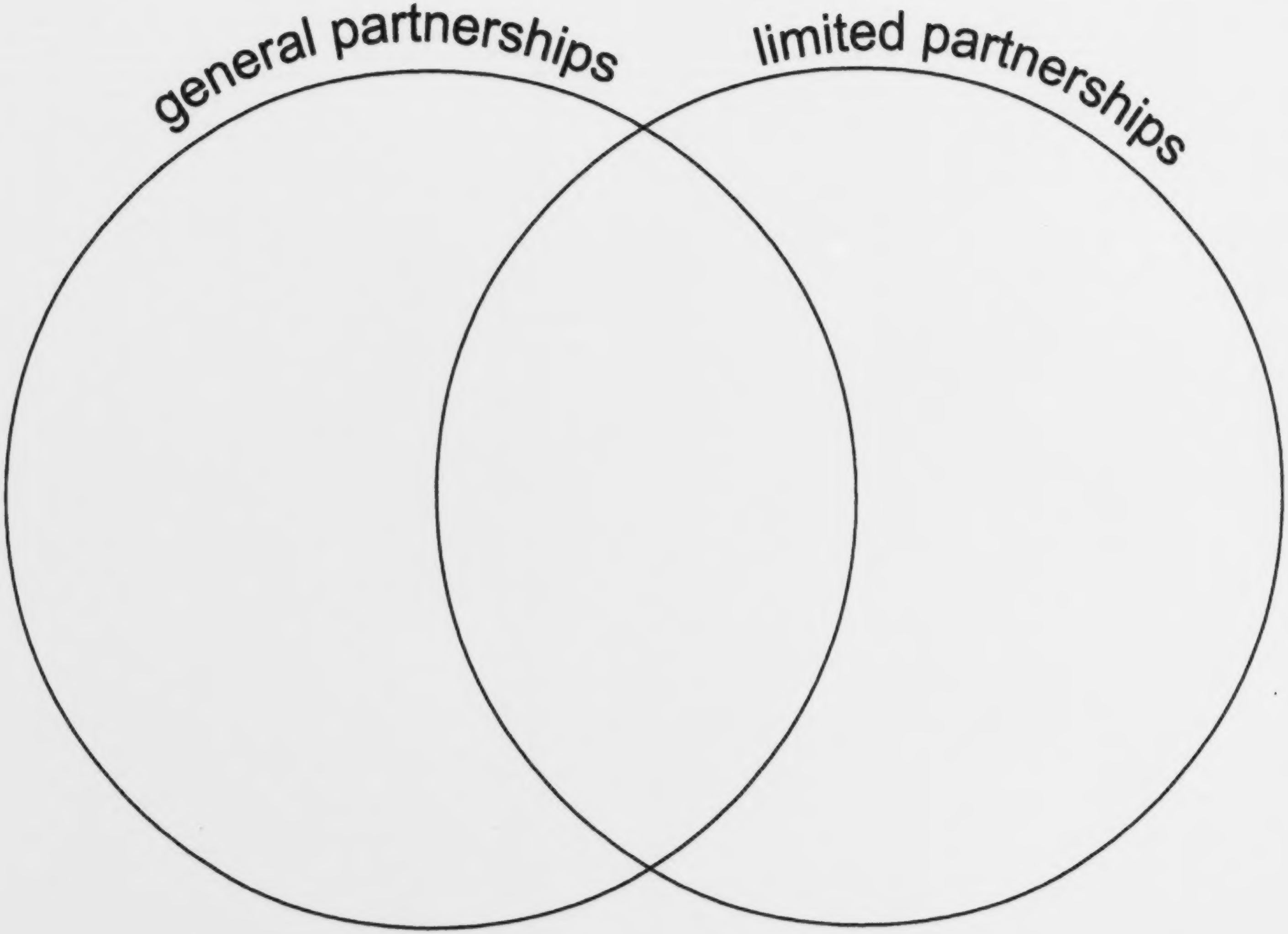
Grid Analysis

The ownership options are listed along the left side of the grid. Select factors important in making the decision and place along the top; some have already been listed. In the grid, rank each option with 1, 2, 3, 4, or 5. For example, a sole proprietorship has more risks than a limited partnership; therefore, sole proprietorship might receive a 5 while limited partnership might receive a 1. Use this tool to help evaluate which ownership options would be right for various businesses.

1 2 3 4 5
low medium high

		Factors									
		costs	taxes	risks	ability to control	liability					
Options	sole proprietorship										
	partnership										
	general partnership										
	limited partnership										
	private corporation										
	public corporation										

Partnership–Compare/Contrast
Venn Diagram


general partnerships
limited partnerships

"Jeopardy" Game Instructions

1. Use questions and answers written on 3" x 5" cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.

2. Divide 3" x 5" cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points. Write the point value on the front of the card (along with the answer).

3. Form teams of 3 to 4 students, and give each team a colored "responder" card.

4. Have each team select a team captain and team scorekeeper.

5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.

6. All team responses must be given in the form of a question. For example, you say, "providing their children with proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to the physical development of their children?"

7. If the first team to respond gives the correct answer, it receives the point value for that item. If the team answers incorrectly, then the point value is subtracted from its score and another team is give the opportunity to answer.

8. The team captain must confer with the team members before responding with a question.

9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.

10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.

11. The team with the highest score is the winner.

TA 41

T-Chart Template

TA 42

S.W.O.T. Analysis

		independent business operated by owner	independent business operated by manager	chain operation	franchise operation
S	**STRENGTHS:** What are the advantages? What does this do well? What resources do you have?				
W	**WEAKNESSES:** What could be improved? What does this do badly? What should be avoided?				
O	**OPPORTUNITIES:** What will you be able to do? What trends does this take advantage of? What social patterns, population changes, lifestyle changes does this take advantage of?				
T	**THREATS:** What obstacles are there? What is the competition?				

SAFE It

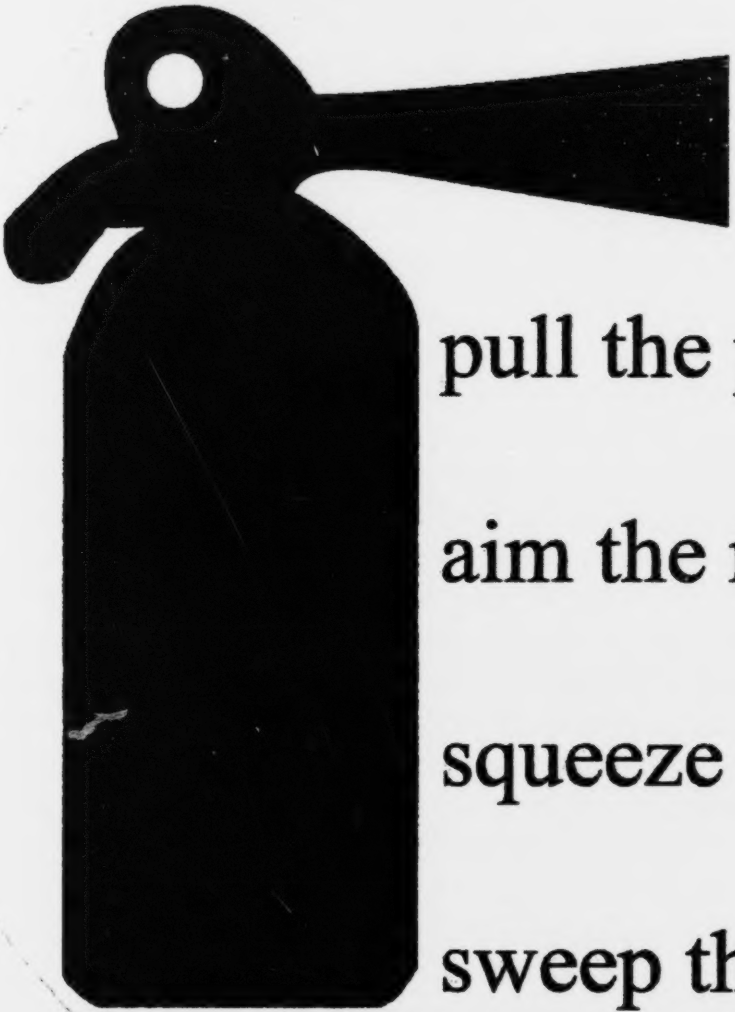
		Safety Hazard -
See it	S	• • • • •
Assess it	A	• • • • •
Fix it	F	• • • • •
Evaluate it	E	• • • • •

TA 44

Fire Safety Notes

Kinds of Fires	How to Prevent	How to Extinguish

How I Protect Myself	How I Protect Guests	How I Protect Property



pull the pin

aim the nozzle

squeeze the handle

sweep the base

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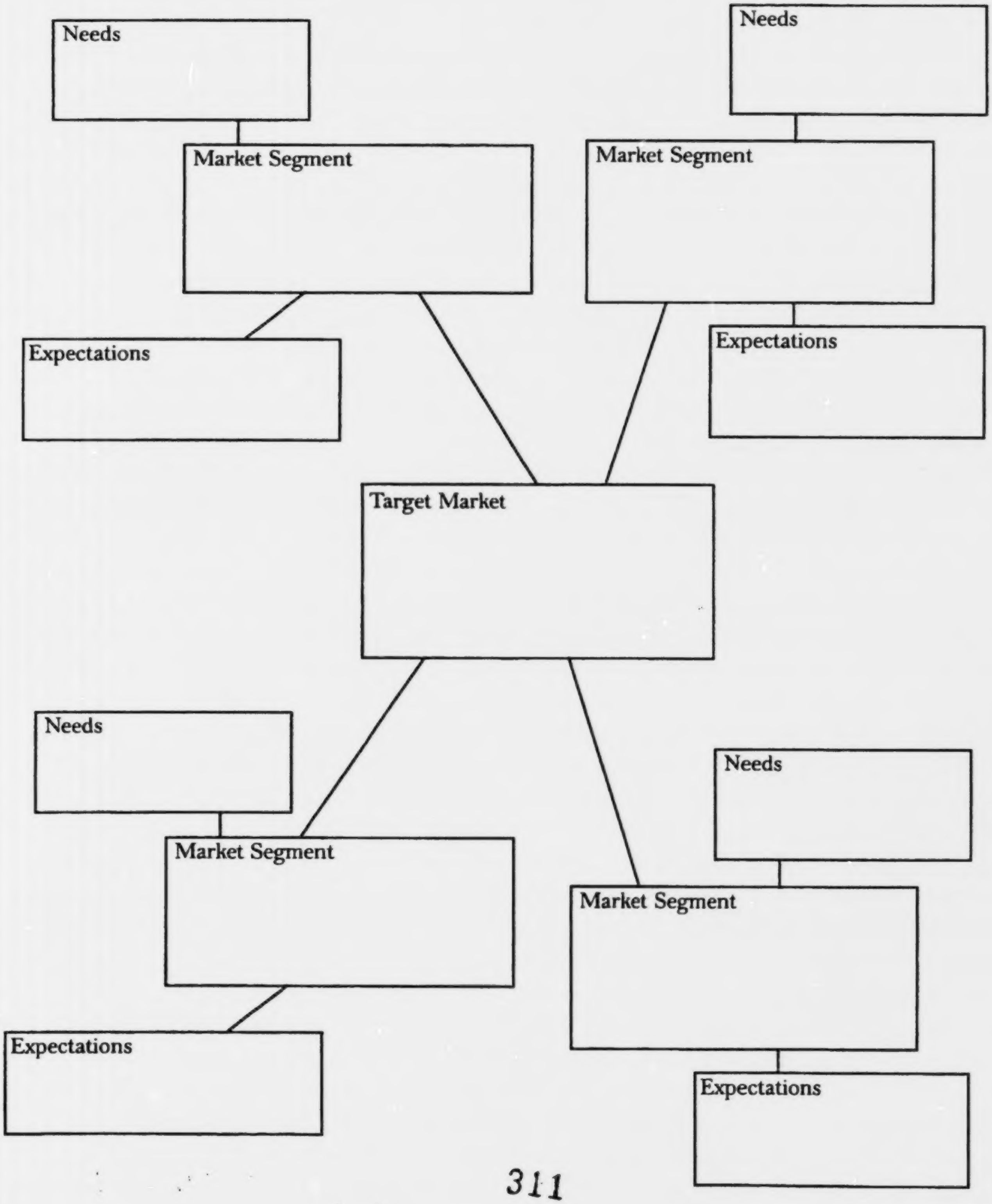
TA 46

Target Market Analysis


Needs
Needs
Market Segment
Market Segment
Expectations
Expectations
Target Market
Needs
Needs
Market Segment
Market Segment
Expectations
Expectations

Travelers' Needs

Evaluate the needs of the following three types of travelers. Seven areas of service are given; add to the list and evaluate the level of service required

	Resorts	Airport hotels	Local motels
Sleep Arrangements			
Food			
Entertainment			
Child Care			
Meeting Rooms			
Internet Hook-up			
Parking			

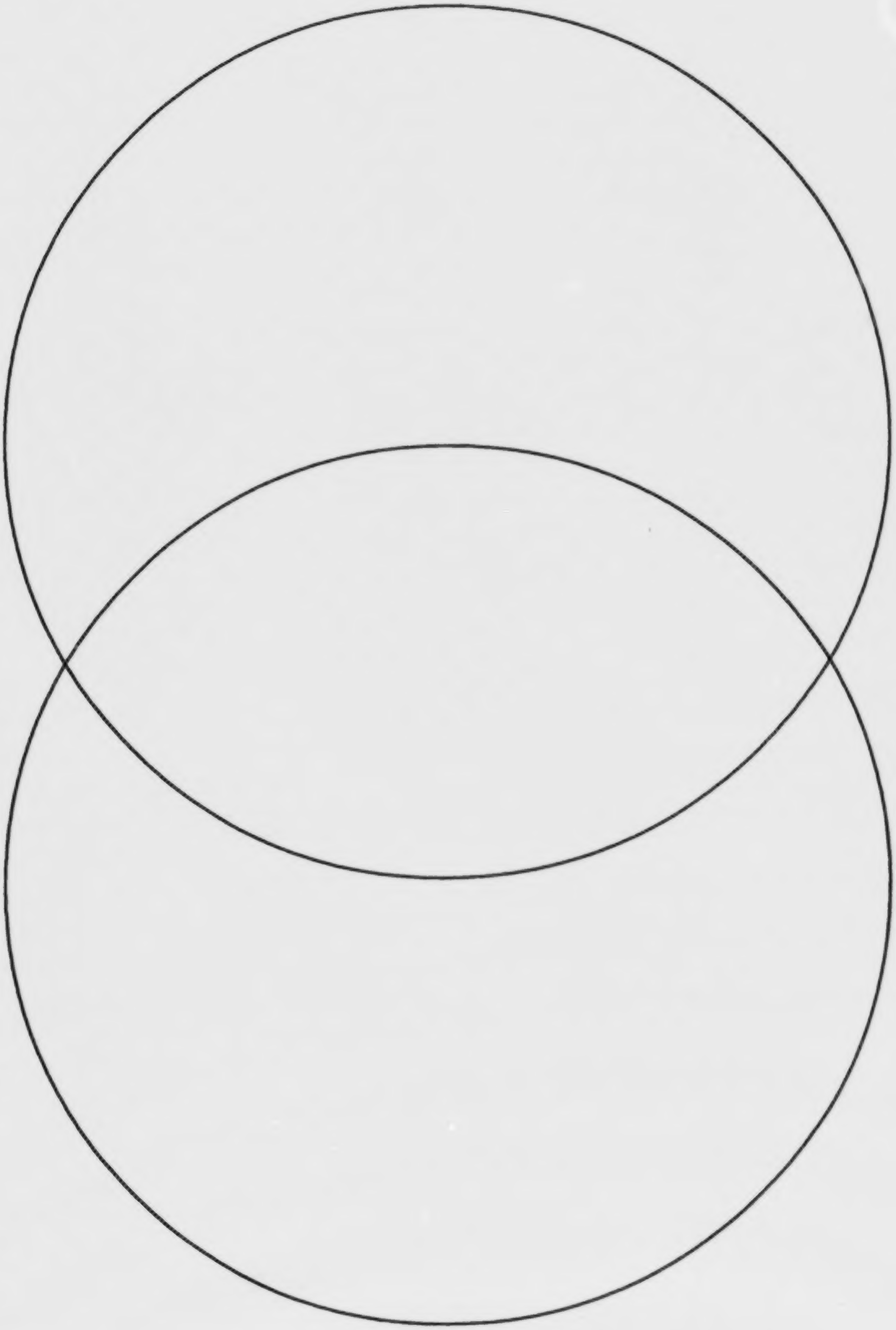
TA 48

WORST CASE / BEST CASE SCENARIO

For each of the following problems, develop one scenario which depicts the outcome if the employee handles the problem well and another scenario which shows the employee handling the problem poorly.

WORST CASE	CUSTOMER PROBLEMS	BEST CASE
	overbooking rooms	
	long wait time for restaurant	
	foreign object in food	
	customer requests something not offered at this business	

Venn Diagram



TA 50a

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

Special Campaign

A lodging establishment is sponsoring a competition to attract business during its slow season. It is located in Piney Woods, Texas. The property has 400 rooms with banquet and convention facilities. It operates at 70% occupancy during the summer months and room rates run from $59.95–$89.95 per day during the peak periods. At 70% occupancy their property's revenue is $20,000 per day.

- Choose a market segment to target.
- Design a promotional brochure to target your market segment and promote your lodging establishment.
- Include the time frame, rates, and dates for your campaign.
- Use a spreadsheet to forecast projected revenue for your chosen dates at various occupancy levels (85%, 90%, 100%), and determine the increase in revenue your promotion is adding to the company's daily total.
- Present your campaign to the class and to a visiting hospitality industry executive. If a hospitality executive is unavailable, e-mail or mail the proposal for his or her review.
- Final draft of campaign brochure, presentation, spreadsheets, and resources are due: _____________.

Income and Expense Scenario

You are a Controller for a 150-room hotel, located in a beautiful resort area of the Rocky Mountains. You are trying to set the room rates and have decided to set room rates based on 65% occupancy.

Calculate the income and expenses for the hotel for the month of June. Design a spreadsheet to calculate the balance sheet for the hotel and to answer the questions.

What is the minimum number of rooms the hotel needs to have rented every night?

Calculate and list the average monthly expenses on a spreadsheet.

- The hotel has a security company monitor the hotel property at a cost of $5,000 per month.
- Cleaning service to clean the public areas of the hotel costs $3,000 per month.
- A local laundry service provides and cleans the linens and towels at a cost of $6,000 per month.
- Guests receive complimentary breakfast, which costs a set rate of $2,000 per month.
- Refreshments and snacks in each room cost an average of $1,200 per month.
- The hotel provides cable and Internet to each room at a cost of $1,100 per month.
- The monthly phone bill is $1,000, which includes average long distance phone calls.
- The average monthly electric and gas bill is $5,000 per month.
- The hotel has seven employees, five are part-time employees that are paid minimum wage and work an average of 25 hours per week, and two full-time employees each receive a salary of $5,000 per month.
- General maintenance and repair for the hotel property is averaging $15,000 per month.
- The hotel's insurance is $12,000 per year.
- Property taxes cost $10,000 per year.

Based on the hotel's average expenses, what is the least amount that can be charged daily for a room?

Multiply your answer by 150%.

What is the percentage of profit for the hotel?

What are ways to cut expenses or to create additional income?

What are the profits and expenses if the hotel is 85% occupied for two months?

What are the profits and expenses if the hotel is 45% occupied for one month?

What are the annual (yearly) profits and expenses if the hotel is 65% occupied every month for the year?

TA 52b

Income and Expense Scenario Key

You are a Controller for a 150-room hotel, located in a beautiful resort area of the Rocky Mountains. You are trying to set the room rates and have decided to set room rates based on 65% occupancy.

Calculate the income and expenses for the hotel for the month of June. Design a spreadsheet to calculate the balance sheet for the hotel and to answer the questions.

What is the minimum number of rooms the hotel needs to have rented every night?

150 X 65%= 98 rooms

Calculate and list the average monthly expenses on a spreadsheet. SEE SAMPLE

The hotel has a security company monitor the hotel property at a cost of $5,000 per month. Cleaning service to clean the public areas of the hotel costs $3,000 per month. A local laundry service provides and cleans the linens and towels at a cost of $6,000 per month. Guests receive complimentary breakfast, which costs a set rate of $2,000 per month. Refreshments and snacks in each room cost an average of $1,200 per month. The hotel provides cable and Internet to each room at a cost of $1,100 per month. The monthly phone bill is $1,000, which includes average long distance phone calls. The average monthly electric and gas bill is $5,000 per month. The hotel has seven employees, five are part-time employees that are paid minimum wage and work an average of 25 hours per week, and two full time employees each receive a salary of $5,000 per month. General maintenance and repair for the hotel property is averaging $15,000 per month. The hotel's insurance is $12,000 per year and property taxes cost $10,000 per year.

Based on the hotel's average expenses, what is the least amount that can be charged daily for a room? **$18.41**

Multiply your answer by 150%. **ROOM RENT $27.62**

What is the percentage of profit for the hotel?

50%

What are ways to cut expenses or to create additional income?

Have students write and justify their answers.

What are the profits and expenses if the hotel is 85% occupied for two months?
AVERAGE EXPENSES THE SAME INCOME $105,232.30-54,133.33=$51,098.98

What are the profits and expenses if the hotel is 45% occupied for one month?
AVERAGE EXPENSES THE SAME INCOME $55,516.20-54,133.33=$1,382.87

What are the annual (yearly) profits and expenses if the hotel is 65% occupied every month for the year? **$324,833.64**

TA 52c

Income and Expense Spreadsheet

For the Month Ending ________________

Rooms: 150/65% = 98 rooms

	Income	Expense	Balance	
Room Rent 98 x $27.62	$ 81,202.80		$81,202.80	
Expenses				
Security Service		$5,000.00		
Cleaning Service		$3,000.00		
Laundry Service		$6,000.00		
Complimentary Service		$2,000.00		
In Room Beverages/Snacks		$1,200.00		
Cable/Internet		$1,100.00		
Phone Service		$1,000.00		
Utilities		$5,000.00		
Payroll		$13,000.00		
General Maintenance & Repair		$15,000.00		
Insurance		$1,000.00		
Property Tax		$833.33		
Totals		$54,133.33	$54,133.33	
Monthly Profit			$27,069.47	(50% profit)

TA 53a

Statement of Income and Expenses

ROOMS DEPARTMENT		
Room Revenues		$105,232.00
Expenses		
	Guest Services (Net)	.75% of room revenue
	Front Desk Payroll	8% of room revenue
	Housekeeping Payroll	8.5% of room revenue
	Payroll Expense	10% of room revenue
	Laundry	2.7% of room revenue
	Supplies	1% of room revenue
	Miscellaneous Expenses	1.5% of room revenue
	Room Amenities	1.5% of room revenue
	Cable TV	.3% of room revenue
	Travel Agents Commissions	1.5% of room revenue
	Promotions	.1% of room revenue
	Advertising	1% of room revenue
	Airport Transportation	.2% of room revenue
FOOD SERVICES		
Food Revenues		$80,200.00
Cost of Sales (Including Kitchen Costs)		55% of food revenue
Expenses		
	Payroll	19% of food revenue
	Payroll Expense	10% of payroll
	Laundry	.5% of food revenue
	Supplies	1% of food revenue
	Miscellaneous Expenses	1% of food revenue
	Menus	.2% of food revenue
	Promotions	.2% of food revenue
	Advertising	.2% of food revenue
BANQUETS		
Revenues		$65,232.00
	Food	68% of total banquet revenue
	Beverage	10% of total banquet revenue
	Corkage	.5% of total banquet revenue
	Room Rental	15% of total banquet revenue
	Miscellaneous	5% of total banquet revenue
Cost of Sales		
	Allocation of Kitchen Costs	60% of food revenue
	Beverage Cost of Sales	28% of beverage revenue
	Miscellaneous Cost of Sales	50% of miscellaneous revenue
Expenses		
	Payroll	21% of total revenue
	Payroll Expense	10% of payroll
	Laundry	1.5% of total banquets revenue
	Supplies	1.5% of total banquets revenue
	Miscellaneous	1.7% of total banquets revenue
	Promotions	.2% of total banquets revenue
	Advertising	1% of total banquets revenue

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Statement of Income and Expenses, cont'd.

BEVERAGE OUTLET REVENUES		
	Food Revenue	$35,625.00
	Beverage Revenue	**$26,798.00**
Cost of Sales		
	Kitchen Allocation	**60% of food revenue**
	Beverage Cost	38% of beverage revenue
Expenses		
	Payroll	13.5% of total outlet beverage revenue
	Payroll Expense	**10% of total outlet beverage revenue**
	Laundry	.1% of total outlet beverage revenue
	Supplies	**.5% of total outlet beverage revenue**
	Miscellaneous	2% of total outlet beverage revenue
	Satellite TV	**1.5% of total outlet beverage revenue**
	Promotions	3.5% of total outlet beverage revenue
	Advertising	**2% of total outlet beverage revenue**
MAINTENANCE		
	R &M	**4% of total hotel revenue**
	Maintenance Payroll	1.3% of total hotel revenue
	Janitorial Payroll	.2% of total hotel revenue
	Payroll Expense	10% of payroll
	Contract Cleaning	**1% of total hotel revenue**
	Gas Cost	2% of total hotel revenue
	Electricity	**3% of total hotel revenue**
	Water & Sewer	.1% of total hotel revenue
	Waste Removal	**.01% of total hotel revenue**
ADVERTISING & PROMOTIONS		
	Total Advertising	**2% of total hotel revenue**
	Sales Payroll	1.4% of total hotel revenue
	Payroll Expense	**10% of payroll**
	Car Expense Allowance	$600/Month
	Sales Promotions	**$1000/Month**
ADMINISTRATIVE & GENERAL		
	Payroll	**4.5% of total hotel revenue**
	Payroll Expense	1.4% of total hotel revenue
	Company Pension	**$3500/Month**
	Miscellaneous	.2% of total hotel revenue
	Car Allowance	**$1000/Month**
	Postage	$700/Month
	Taxes	**2.5% of total hotel revenue**
	Professional Fees	$1750/Month
	Insurance	**.3% of total hotel revenue**
	Memberships	$1350/Month
	Printing & Stationery	**$850/Month**
	Bank Charges	$2000/Month
OTHER EXPENSES		
	Depreciation	1.6% of total hotel revenue
	Loan Interest	**.7% of total hotel revenue**
	Credit Card Discounts	1.1% of total hotel revenue
Net Profit Before Taxes		

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TA 54

Preventive Maintenance

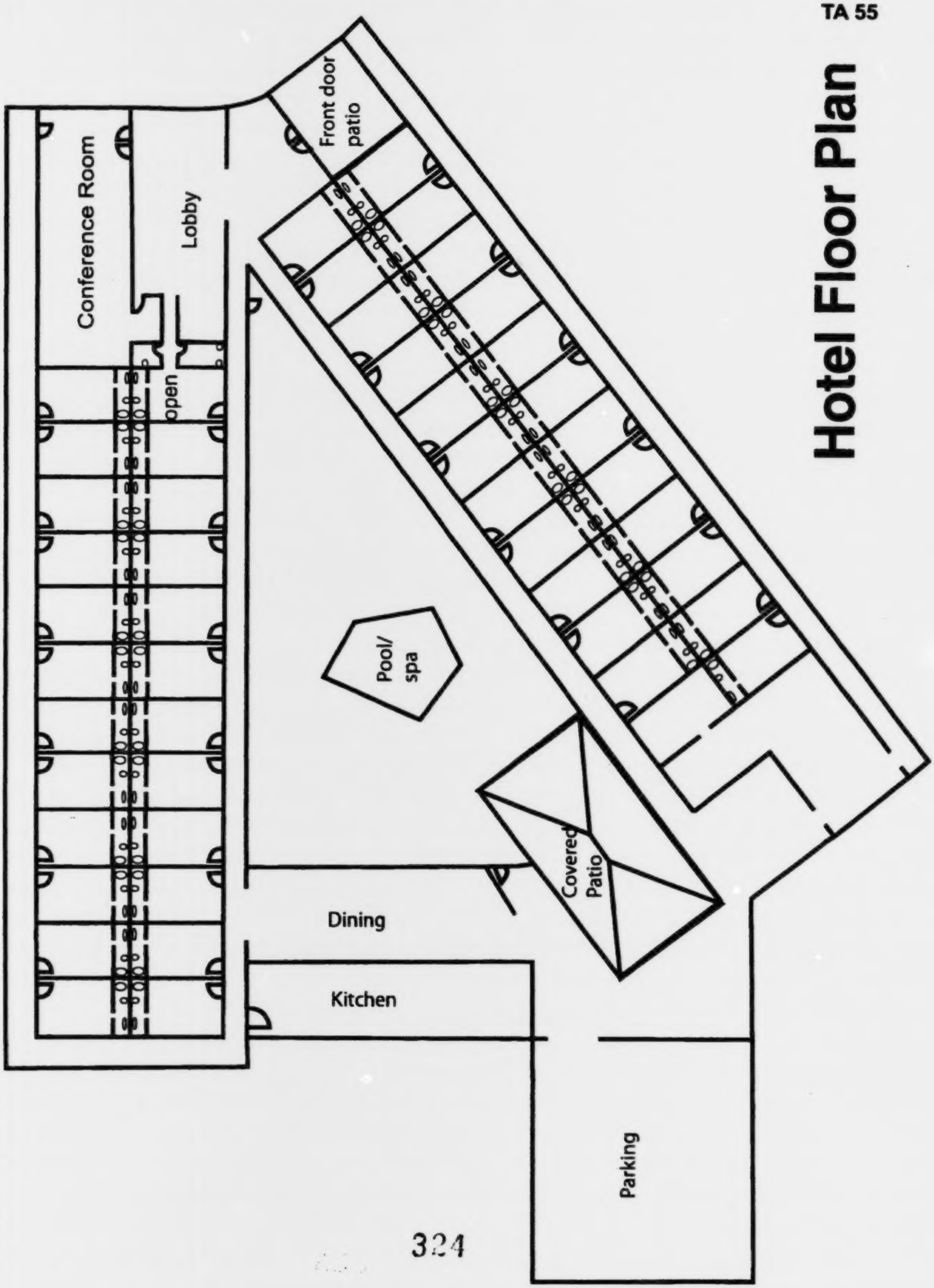
Daily preventive maintenance checks include the following:

Weekly preventive maintenance checks include the following:

Periodic preventive maintenance checks include the following (include how often the check should be done, such as monthly, quarterly, etc.):

Hotel Floor Plan

Ground Floor


Conference Room
Lobby
Front door patio
open
Pool/ spa
Covered Patio
Dining
Kitchen
Parking

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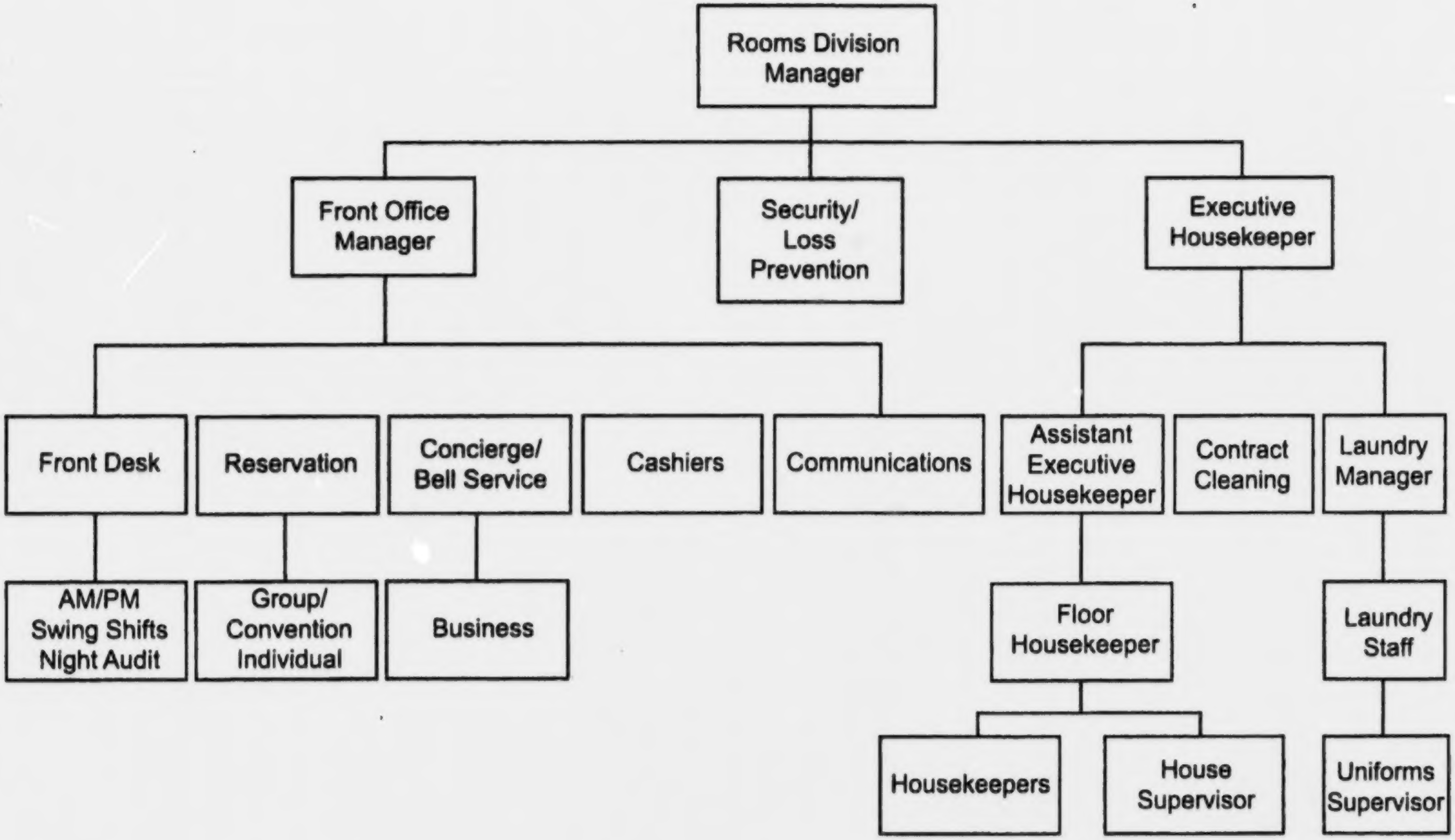
TA 56

Rooms Division Organizational Chart


Rooms Division Manager
Front Office Manager
Security/ Loss Prevention
Executive Housekeeper
Front Desk
Reservation
Concierge/ Bell Service
Cashiers
Communications
Assistant Executive Housekeeper
Contract Cleaning
Laundry Manager
AM/PM Swing Shifts Night Audit
Group/ Convention Individual
Business
Floor Housekeeper
Laundry Staff
Housekeepers
House Supervisor
Uniforms Supervisor

Setting Housekeeping Standards

Items/Areas to Be Cleaned	Frequency of Cleaning	Performance Standards (Directions for how to clean each item/area)	Productivity Standard (Time estimate for each step in directions)

In-Basket

- A guest recently slipped and fell in the registration area. The manager just received a letter from their lawyer and a copy of their medical bills.
- The engineering department left a note stating that the master air conditioning unit is on the verge of quitting and the hotel needs a new one.
- A phone message from a meeting planner states that their convention dates have changed from the 5th to the 2nd and the lunch menu needs to be revised.
- The owner of the hotel called and left a message for the manager to call as soon as possible. They would like to make reservations for a family friend.
- A complaint letter came from a frequent customer about the treatment they received on their last stay.
-
-
-
-

Event Planning

Planning an event requires paying attention to detail, and the use of many different skills. Read the case study, and answer the questions that follow and provide the requested diagrams.

You are an event planner at a large lodging establishment. You have received a call concerning a wedding reception for 500 guests. The reception will include a combination bar, dance, live entertainment, and the usual reception amenities. The reception will immediately be followed by a banquet for 350 closest friends and relatives. Dinner will be served and the wedding couple and two sets of grandparents are the guests of honor. The banquet will include live entertainment, open bar, and optional dancing. The family and friends will need overnight lodging accommodations for 400 and they will also need the honeymoon suite. The request is to have all the rooms as close as possible.

- What additional information might you need to plan this event?
- What information will you need confirmation on?
- How quickly will you need confirmation?
- What is the square footage needed for the banquet?
- What is the square footage needed for the reception?
- How will the table decorations differ for the banquet and reception?
- What equipment will be needed for the banquet and reception?

The conference rooms available at the hotel are as follows:

- 109' X 84'
- 108' X 39"
- 43' X 62'
- 41' X 40'
- 38' X 42'
- 24' X 19'

- What is the square footage of each room? [Length x Width = square footage (sf)].
- What room will accommodate the reception?
- What room will accommodate the banquet?

Provide diagrams of the following:
- Room set up for the banquet
- Room set up for the reception
- Room arrangement of the lodging facilities
- Floor plan of the honeymoon suite

Did You Know That in the Year 2005:

- eating and drinking places will account for the largest percentage of new jobs in retail trade, accounting for 42 percent of new retail jobs?
- foodservice is projected to be the second largest source of additional jobs in retailing, representing 13 percent of the total growth?
- automotive dealers and service stations will account for about 8 percent of new jobs?
- the number of 16 to19 year olds in the labor force will increase gradually to 8.8 million, a 33 percent gain from 1990?
- it is projected that the food and beverage industry will employ 4,278,000 waitpersons, 2,477,000 cooks and chefs, and 32,000 service workers?

Professional Organizations Serving the Hospitality Industry

Several professional organizations provide a variety of services and resources to the hospitality industry. Education and other opportunities are available to promote lifelong learning. These include the following:

- American Dietetic Association (ADA)
  www.eatright.org
  216 W. Jackson Boulevard
  Chicago, IL 60606-6995

- American School Foodservice Association (ASFSA)
  www.asfsa.org
  1600 Duke Street
  Alexandria, VA 22314

- American Society for Healthcare Foodservice Administrators (ASHFSA)
  www.ashfsa.org
  American Hospital Association
  1 North Franklin
  Chicago, IL 60606

- Dietitians of Canada (CDA)
  www.dietitians.ca
  #604-480 University Avenue
  Toronto, Ontario M5GV2

- National Association of College and University Foodservices (NACUFS)
  www.nacufs.org
  1405 South Harrison Rd
  Suite 305, Manly Miles Building
  Michigan State University
  East Lansing, MI 48824

- The National Restaurant Association (NRA)
  www.restaurant.org
  105 N Michigan Ave.
  Suite 2000
  Chicago, IL 60601

- Society for Healthcare Foodservice Management (HFM)
  www.hfm.org
  204 East Street NE
  Washington, DC 20002

Is Foodservice for You?

✓ Advantages

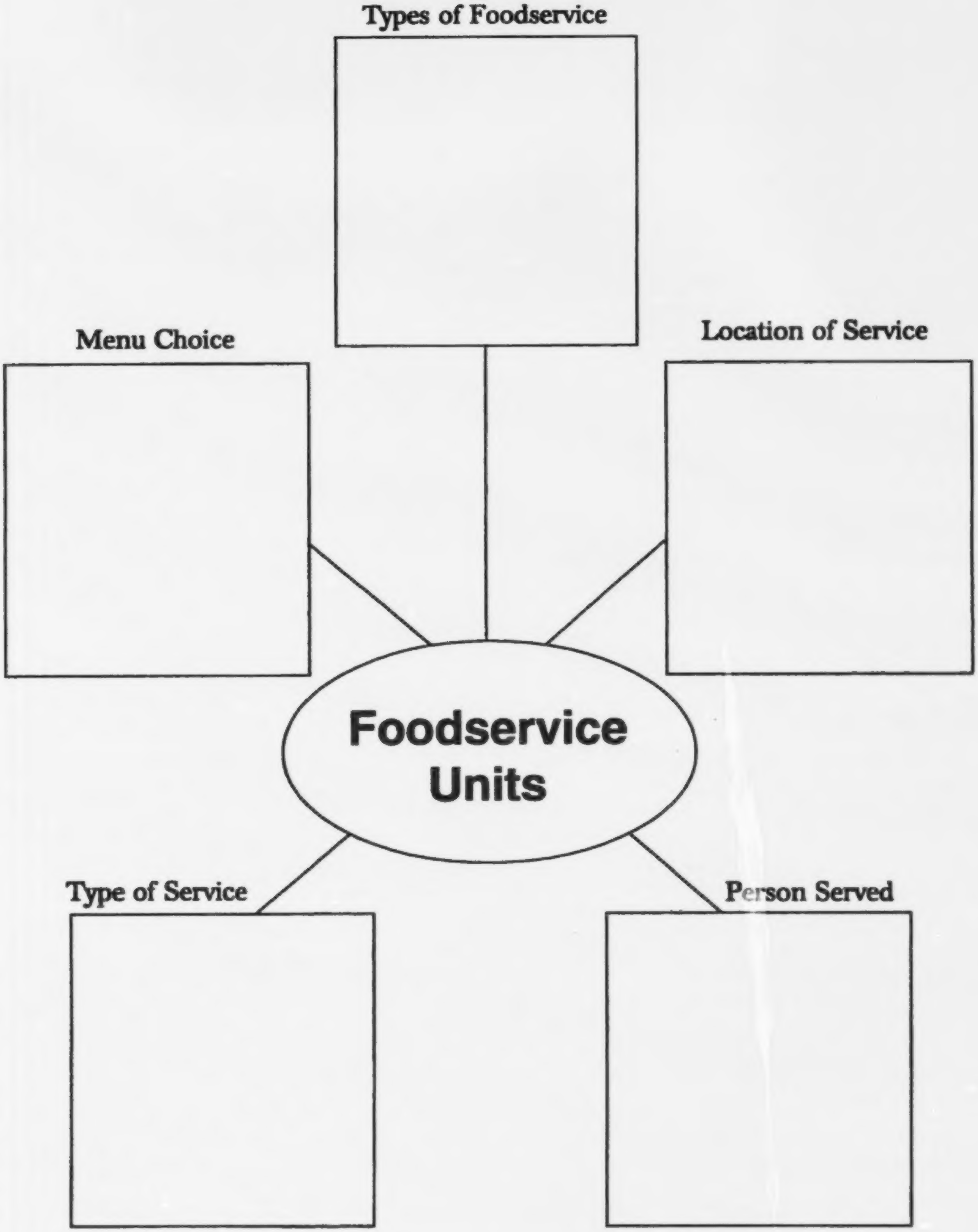
- Many jobs available
- Salaries and fringe benefits
- Vacation
- Part-time jobs
- Flexible schedules
- Demand for workers
- Pleasant working conditions
- Advancement opportunities
- Management and ownership opportunities

✗ Disadvantages

- Inconvenient hours
- Work under pressure
- Fatigue
- Low pay for entry-level positions

TA 63

Types of Foodservice Units


Types of Foodservice
Menu Choice
Location of Service
Foodservice Units
Type of Service
Person Served

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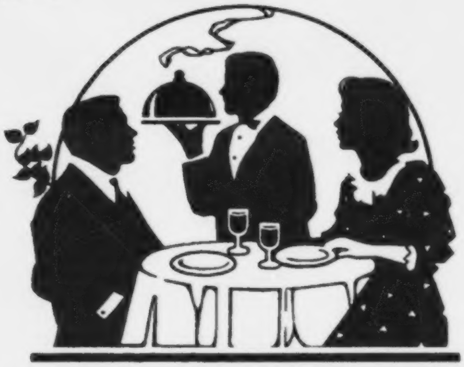
Forms of Seated Service

American Service

- Also called plate service
- A host, hostess, or maitre d' greets and seats customers and distributes menus
- Food put on individual plates and garnished
- Salad and bread may be served on separate plates
- Plates served with the left hand from the left side of each guest
- Beverages are served from the right
- Soiled dishes removed from the right
- Fast
- Inexpensive
- Easily learned



French Service

- Used in elaborate restaurants
- Two waitpersons work together to "finish" preparation at the table
- Food served from a cart (gueridon) (gai ree DAWN)
- Uses a rechaud (rai SHOW) a small spirit stove (warming stove)
- Chef de rang may seat customers, take orders, serve drinks, prepare some food, and present check
- Commis de rang (assistant) delivers order to the kitchen, delivers food, serves the meal, and clears the dishes
- Plates are served and cleared from the right of the customer
- Butter, bread, and salad are placed on the left of the customer
- A finger bowl is always served at the end of any meal and placed in front of the customer
- Expensive
- Requires extra space
- Larger professional staff
- Time consuming

Russian Service

- Food prepared in kitchen and placed on silver platter to present to the customer
- Waitperson serves the desired amount of food to each customer
- Food is served from the left and moving counterclockwise
- Unserved food returned to kitchen

Forms of Seated Service, cont'd.

English Service

- Used for a special dinner in a private dining room
- Head of household, assisted by servants serves the food
- Food on trolley in tureens
- Host fills each plate
- Waitperson takes the plate from the left of the host
- Waitperson serves the plate to the guest
- Also served as family service
- Food placed in serving dishes
- Food is passed by guests and guests serve themselves

Buffet Service

- Food placed on serving table
- Guests serve themselves
- Serves a large number of guests with minimal wait staff
- Waitperson serves the beverages and desserts
- Adaptations or French buffet and smorgasbord

Banquet Service

- Predetermined menu
- Set number of guests
- Generally use either American or Russian service
- Few wait staff
- Little personal attention to each guest

How Consumer Choices are Influenced by Marketing Techniques

Directions: Examine the two collages that you are assigned to evaluate. Write a brief response to the following questions for each collage.

- What message is the advertisement or marketing strategy sending to the consumer?
- How did the advertisement or marketing strategy draw your attention?
- How are the different advertisements and marketing strategies similar?
- How are they different?
- How do these marketing strategies influence consumers?

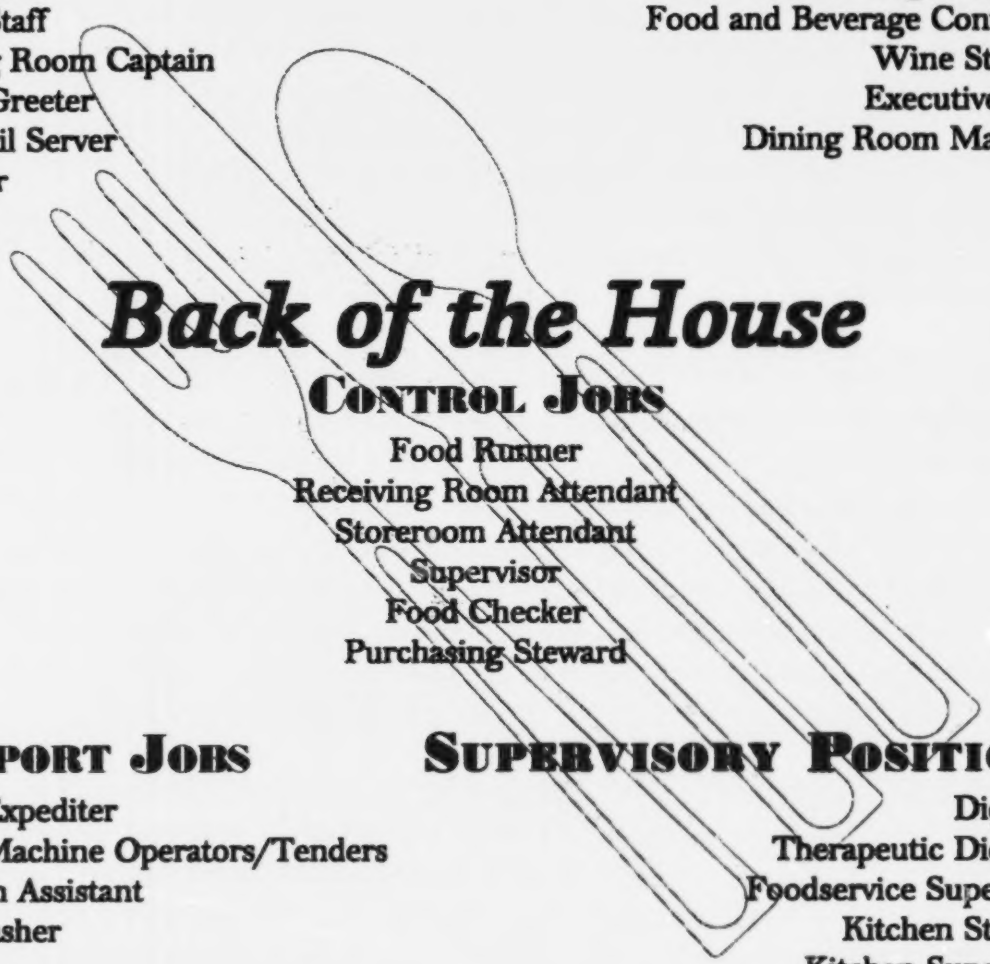
Front of the House

SERVICE JOBS

Set-up Personnel
Dining Room Attendant
Bartenders
Wait Staff
Dining Room Captain
Host/Greeter
Cocktail Server
Cashier

MANAGEMENT JOBS

Maitre d' Hotel
Banquet Manager
Food and Beverage Manager
Food and Beverage Controller
Wine Steward
Executive Chef
Dining Room Manager



Back of the House

CONTROL JOBS

Food Runner
Receiving Room Attendant
Storeroom Attendant
Supervisor
Food Checker
Purchasing Steward

SUPPORT JOBS

Food Expediter
Food Machine Operators/Tenders
Kitchen Assistant
Dishwasher
Porter
Sanitation Supervisor
Silver Polisher

SUPERVISORY POSITIONS

Dietitian
Therapeutic Dietitian
Foodservice Supervisor
Kitchen Steward
Kitchen Supervisor
Steward
Banquet Steward

PRODUCTION JOBS

Vegetable Preparer
Meat Cutter
Pantry Worker
Cook
Baker
Chef

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Opportunities for Advancement in Restaurant Positions

Job Title	May Advance to...
Entry-Level Positions (Employees may be trained on the job)	
Busperson	Waitperson, Soda Fountain Worker, Kitchen Helper, Sandwich Maker
Waitperson	Host or Greeter, Head Waitperson, Cashier, Dining Room Supervisor
Host or Greeter	Cashier, Dining Room Supervisor, Assistant Manager
Kitchen Helper	Specialized Food Preparer, Assistant Cook or Baker, Head Cook or Baker
Sandwich Maker	Cook, Pantry Supervisor, Waitperson
Soda Fountain Worker	Waitperson, Kitchen Helper, Soda Fountain Manager
Beverage Worker	Soda Fountain Worker, Specialized Food Preparer, Pantry Worker, Waitperson
Some Experience and/or Training Required	
Cashier	Bookkeeper, Accountant
Food Checker	Cashier, Storeroom Control Supervisor, Purchasing Agent
Cook/Chef	Vegetable Cook, Fry Cook, Soup Cook, Sauce Cook, Roast Cook, Chef

TA 67b

Baker/Pastry Assistant	Baker, Pastry Cook, Pastry Chef
Pantry Supervisor	Food Checker, Food Production Manager
Foodservice Supervisor	Assistant Manager, Restaurant Manager
Purchasing Agent or Storeroom Supervisor	Assistant Manager, Restaurant Manager
Butcher	Assistant Cook, Chef

Advance Training and/or Experience Required

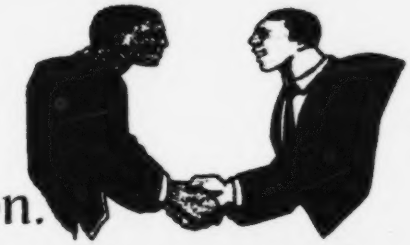
Restaurant Manager	Chain Restaurant Supervisor, Restaurant Owner
Assistant Manager/ Restaurant Owner	Restaurant Manager, Chain Restaurant Manager, Chain Executive
Food Production Manager	Assistant Manager, Restaurant Manager, Restaurant Owner
Personnel Director	Restaurant Manager, Restaurant Owner
Menu Maker	Food Production Manager, Assistant Manager, Restaurant Manager, Restaurant Owner
Merchandising Supervisor	Assistant Manager, Manager, Owner
Director of Recipe Development	Food Production Manager, Assistant Manager, Restaurant Manager

HUMAN RELATIONS

Human relations is concerned with how effectively people deal with one another.

Human relations affect productivity, creativity, morale, and, ultimately, the success of the business.

SECRETS OF SUCCESS



- ☞ Be friendly.
- ☞ Create a good first impression.
- ☞ Demonstrate a sense of humor.
- ☞ Help make others feel important.
- ☞ Treat difficult people with tact and patience.
- ☞ Do your share of every job that comes along.
- ☞ Have confidence in yourself. When you value yourself as a person and as a worker, others will value you as well.

Observation: *Personal Skills for Foodservice Occupations*

Directions: Visit a local restaurant to observe personal skills demonstrated by foodservice staff. Complete the form by providing examples for each of the listed skills. Remember to note good qualities as well as those that may need improvement.

Note: DO NOT discuss observations during the dining experience and DO NOT make obvious notes in front of the staff.

1. Personal Appearance (i.e., hair, teeth, hands/fingernails, posture)

____

____

____

____

2. Personality (i.e., pleasant, courteous, enthusiastic, likeable)

____

____

____

____

3. Attitude (i.e., friendly, positive, appears to enjoy the work)

____

____

____

____

4. Forms of Communication (i.e., speaking, listening, nonverbal, and written)

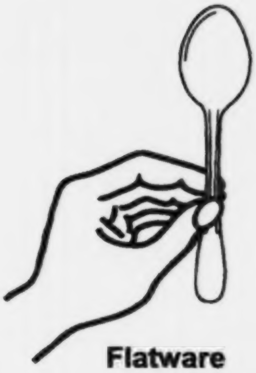
____

____

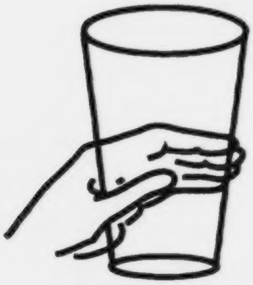
____

____

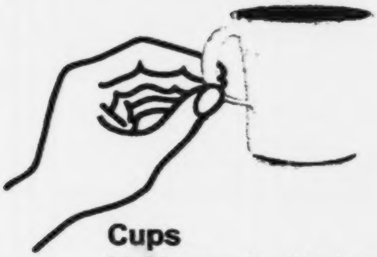
Handling Clean Dishes



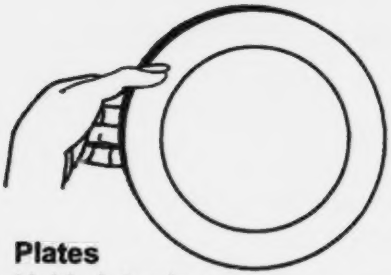
Flatware
Carry flatware
by the handle.



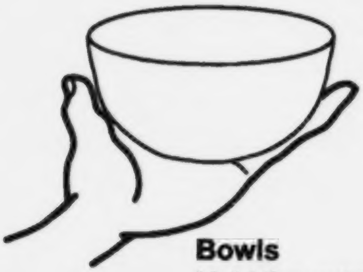
Glassware
Hold glasses at the base.



Cups
Hold cups by the handle.



Plates
Hold plates by
the rim only.



Bowls
Hold the outer area
of the bowl only.

Sales Tax

Directions

For each item listed below, figure the subtotal, figure the sales tax (use the tax rate of 8%), and check the total for the following prices of menu items on guest checks. Round the sales tax up to the nearest penny.

	1.	2.	3.	4.
	$ 3.95	$ .99	$ 14.90	$ 3.15
	.75	.55	2.45	1.23
	+ 1.50	+ .45	+ 1.25	+ .64
Subtotal				
Sales Tax				
Check Total				

	5.	6.	7.	8.
	$ 2.75	$ 11.42	$ .42	$ 1.24
	5.35	8.98	5.13	.42
	.75	.69	7.45	3.13
	+ 1.20	+ .69	+ .56	+ .62
Subtotal				
Sales Tax				
Check Total				

	9.	10.
	$ 13.25	$ 8.23
	10.15	7.59
	2.55	3.15
	1.00	.58
	+ 1.00	+ .62
Subtotal		
Sales Tax		
Check Total		

TA 72a

Guest Checks

Directions

Complete the following guest checks by filling in the totals for each item and then computing the subtotal, 8% sales tax, and total for each check.

1.

The Rainbow Restaurant
712 Pine

CHECK NO. 101 | DATE 8/2 | SERVER 13 | TABLE NO. 5

2	grilled cheese @ 2.25		
1	hot dog	2	15
3	milkshake @ 1.95		
1	French fries		95
2	cola @ 1.25		
	SUBTOTAL		
	SALES TAX		
	TOTAL		

2.

The Rainbow Restaurant
712 Pine

CHECK NO. 102 | DATE 8/2 | SERVER 13 | TABLE NO. 6

1	fried zucchini	3	95
1	chicken bits	4	95
1	prime rib	19	95
2	vegetable salad @ 1.75		
2	iced tea @ 1.25		
	SUBTOTAL		
	SALES TAX		
	TOTAL		

Guest Checks, cont'd.

3.

The Rainbow Restaurant
712 Pine

CHECK NO.	DATE	SERVER	TABLE NO.
103	8/2	13	7

2	cheese omelets @ 3.99		
1	waffle	2	95
1	orange juice		95
2	coffee @ 1.25		
	SUBTOTAL		
	SALES TAX		
	TOTAL		

4.

The Rainbow Restaurant
712 Pine

CHECK NO.	DATE	SERVER	TABLE NO.
104	8/2	13	8

3	turkey sandwich @ 2.75		
1	chef's salad	3	25
2	bowls soup @ 1.85		
1	side salad	1	85
2	iced tea @ 1.25		
1	cola	1	25
1	coffee	1	25
	SUBTOTAL		
	SALES TAX		
	TOTAL		

5.

The Rainbow Restaurant
712 Pine

CHECK NO.	DATE	SERVER	TABLE NO.
105	8/2	13	9

1	beef enchilada	4	25
1	chimichanga	4	50
1	soft taco	4	50
1	cheese nachos	2	75
1	sopapilla	2	35
3	iced tea @ 1.25		
	SUBTOTAL		
	SALES TAX		
	TOTAL		

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TA 72c

Guest Checks, cont'd.

Directions

Find the error(s) on each of the following guest checks. To make corrections, draw a line through each error and write the correct figure in the space provided to the right of the error.

1.

The Rainbow Restaurant
712 Pine

CHECK NO.	DATE	SERVER	TABLE NO.
106	8/2	13	7

1	steak fingers	4	40		
1	broiled flounder	5	20		
1	spaghetti	4	00		
1	chef's salad	3	80		
2	vegetable salad @ 1.75	3	50		
2	iced tea @ 1.25	2	50		
2	milk @ .60	2	20		
	SUBTOTAL	23	80		
	SALES TAX	1	19		
	TOTAL	24	99		

2.

The Rainbow Restaurant
712 Pine

CHECK NO.	DATE	SERVER	TABLE NO.
107	8/2	13	8

1	cheese omelet	3	95		
1	pancake special	2	95		
1	orange juice		65		
1	milk		60		
2	coffee @ 1.25	2	50		
	SUBTOTAL	9	10		
	SALES TAX		46		
	TOTAL	9	56		

Guest Checks, cont'd.

Directions

Find the error(s) on each of the following guest checks. To make corrections, draw a line through each error and write the correct figure in the space provided to the right of the error.

3.

The Rainbow Restaurant
712 Pine

CHECK NO. 108 | DATE 8/2 | SERVER 13 | TABLE NO. 9

1	pepperoni pizza	7	95		
1	spaghetti	3	25		
4	vegetable salad @ 1.75	7	00		
4	cola @ 1.25	2	60		
	SUBTOTAL	20	80		
	SALES TAX	2	08		
	TOTAL	22	88		

4.

The Rainbow Restaurant
712 Pine

CHECK NO. 109 | DATE 8/2 | SERVER 13 | TABLE NO. 5

1	Swiss steak	6	75		
1	spinach salad	1	85		
1	cheesecake	2	15		
1	coffee	1	25		
	SUBTOTAL	11	25		
	SALES TAX		56		
	TOTAL	11	81		

5.

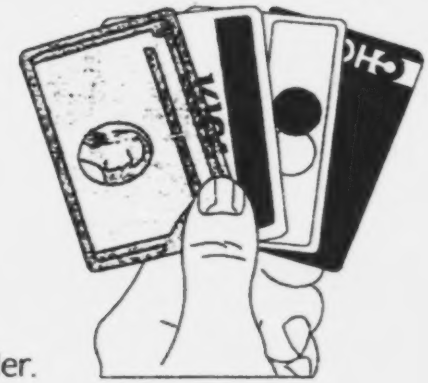
The Rainbow Restaurant
712 Pine

CHECK NO. 110 | DATE 8/2 | SERVER 13 | TABLE NO. 6

1	hamburger	2	95		
1	cheeseburger	3	15		
2	French fries @ .95	1	95		
2	cola @ 1.25	1	35		
	SUBTOTAL	9	40		
	SALES TAX		47		
	TOTAL	9	87		

TA 73

Credit Cards



- Check that the credit card is signed by the cardholder.
- Check identification, especially if not signed.
- Check the credit card's expiration date. Search the "hot card" lists or call to verify.
- Process the credit card transaction according to procedures and equipment utilized in the establishment (such as a credit card machine, bank authorization machine, or automated computerized system).
- Many restaurant chains use the "swipe" method of credit card transactions. The credit card number authorizes transaction and it checks for stolen or lost cards using a computer file system.
- Produce the sales draft according to established procedures. Check to see that all items (such as food, beverages, service, tax, and total are correctly listed).
- Return the card, credit slips, and a pen to the customer for signature. (Cardholder may want to add tip at this point.)
- Leave the customer copy of the credit slip with the customer.
- Place the establishment copy of the credit slip in the cash drawer.

TA 74a

Check These Checks

Directions: Circle the mistakes on the following checks.

Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 155

1-5, 2003

Pay to the order of Country Kitchen Restaurant $ 14 58/100

Fourteen Dollars and no/100 Dollars

THE BIG BANK
ANYPLACE, USA

food

Charles Checkwriter

Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 156

Jan 9, 2003

Pay to the order of Country Kitchen Restaurant $ 10 98/100

Ten Dollars and 98/100 Dollars

THE BIG BANK
ANYPLACE, USA

Lunch

Christy Checkwriter

Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 157

Feb. 9, 2003

Pay to the order of Restaurant $ 7 00/

7 Dollars and no cents Dollars

THE BIG BANK
ANYPLACE, USA

Charles Checkwriter

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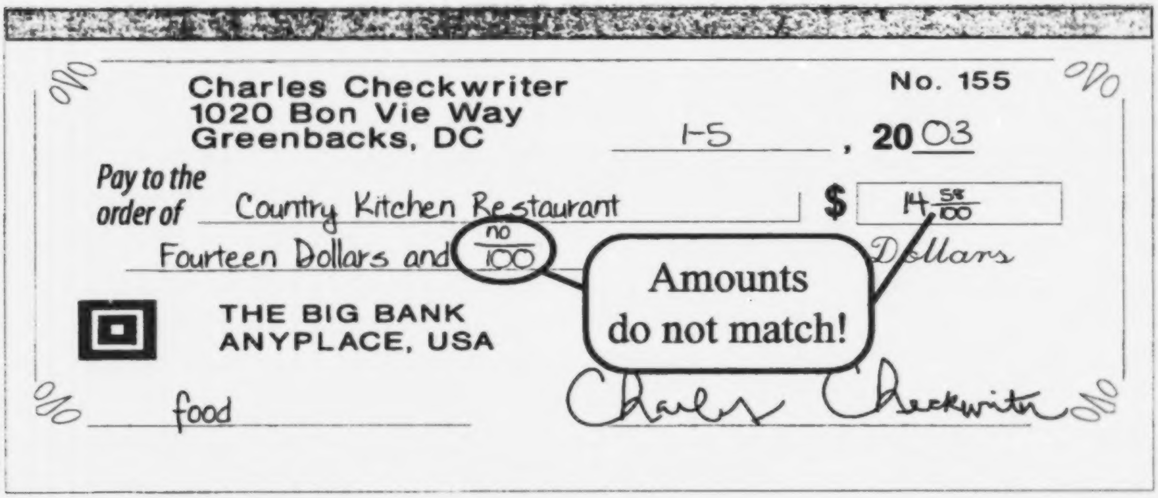
TA 74b

Check These Checks
Answer Sheet



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 155

1-5, 2003

Pay to the order of Country Kitchen Restaurant $ 14 58/100

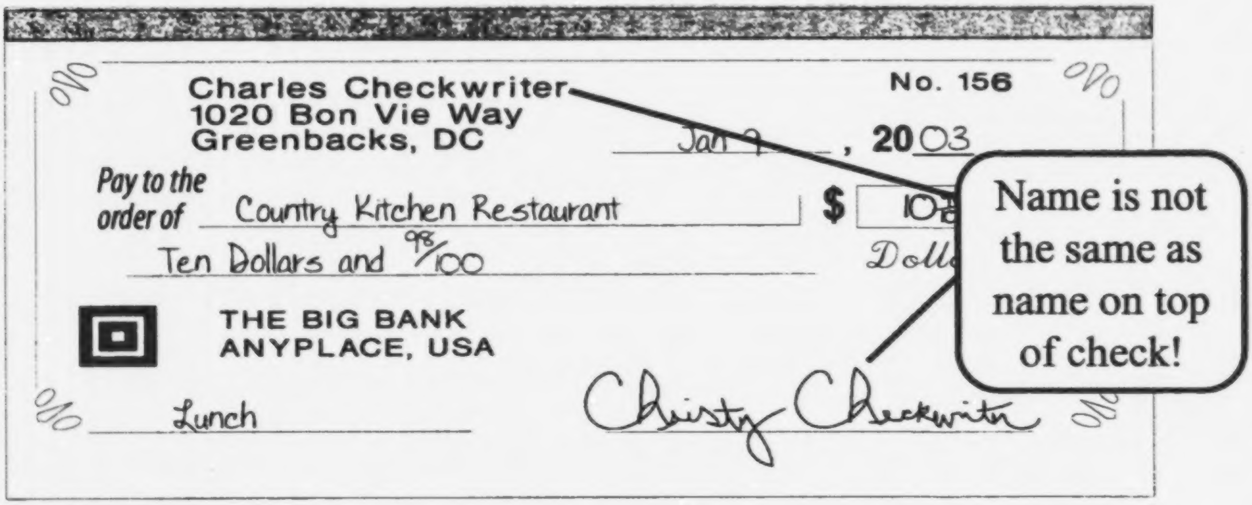
Fourteen Dollars and no/100 Dollars

THE BIG BANK
ANYPLACE, USA

food

Charles Checkwriter

Amounts do not match!



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 156

Jan 9, 2003

Pay to the order of Country Kitchen Restaurant $ 10

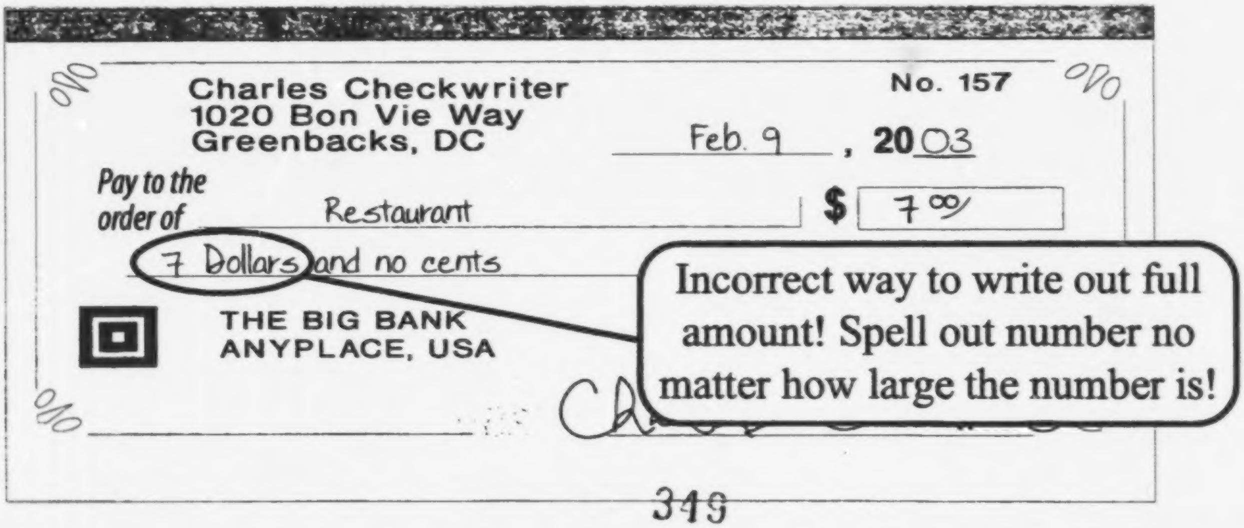
Ten Dollars and 98/100 Doll

THE BIG BANK
ANYPLACE, USA

Lunch

Christy Checkwriter

Name is not the same as name on top of check!



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 157

Feb. 9, 2003

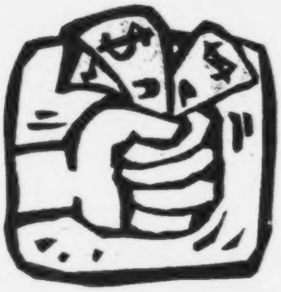
Pay to the order of Restaurant $ 7 00/

7 Dollars and no cents

THE BIG BANK
ANYPLACE, USA

Incorrect way to write out full amount! Spell out number no matter how large the number is!

Verifying Cash on Hand



To close the cash register and prepare the cash register report, the foodservice employee should follow the steps below:

1. Determine cash in drawer
    - Count each denomination of $100, $50, $20, $10, $5, $2, and $1 bills; list the total for each.
    - Count each type of coin (dollar, half dollar, quarter, dime, nickel, penny), and list the total for each.
    - List all checks and record the total.
    - List all credit card slips and record the total.
    - Total the amount of cash, checks, and credit card slips in the cash drawer.
2. Determine cash paid out
    - List all cash vouchers and write down the totals.
    - Total the amounts to determine cash paid out.
3. Determine total cash sales
    - Add cash in drawer total to cash paid out total.
    - Subtract starting cash in drawer.
4. Check that the total on the cash register tape is the same as the total cash from sales
    - When the amount of money in the cash drawer at the end of a day or shift is more than the amount of sales on the cash register tape, it is referred to as cash over.
    - When the amount in the cash drawer is less than the sales on the cash register tape, it is cash short.
5. Sign the cash register report
6. Put all the money and receipts in a money bag
    - Give the money bag to the manager or supervisor according to the policies of the foodservice establishment.
    - If a bank deposit is to be made, paperwork should be made in duplicate so the carbon can be kept for records at the foodservice establishment.

TA 76

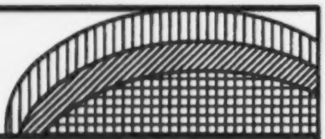
Cash Report

Directions

As a cashier in The Rainbow Restaurant, it is your responsibility to complete a cash register report. Use the form below to complete your report. Information, such as the number of coins and currency you had at closing time, cash paid out during the day, and so forth, is provided for you.

In the money drawer at the close of the day you have . . .

13 pennies; 7 nickels; 11 dimes; 12 quarters; 2 half dollars; 25 one-dollar bills; 22 five-dollar bills; 10 ten-dollar bills; 7 twenty-dollar bills; 3 checks totaling $62.23; 22 credit card slips totaling $303.94; cash paid out: $ 24.00; starting cash in drawer: $45.00; cash register tape total: $730.75

Cash Register Report	*The Rainbow Restaurant* 712 Pine 
Date:	

Number of each Denomination	Denominations	Total
	Pennies ($ .01)	
	Nickels ($ .05)	
	Dimes ($ .10)	
	Quarters ($ .25)	
	Half Dollars ($ .50)	
	One-dollar Bills ($ 1.00)	
	Five-dollar Bills ($ 5.00)	
	Ten-dollar Bills ($ 10.00)	
	Twenty-dollar Bills ($ 20.00)	
	Checks	
	Credit Card Slips	
	Total in Cash Drawer	
	Cash Paid Out	
	Total Received	
	Starting Cash in Drawer	
	Total Receipts from Sales	

Total from Cash Register Tape: ____________

Total Receipts from Sales: ____________

Cash Over: ____________

Cash Short: ____________

Signed ______________________________

GRATUITY

Directions: Figure a 15 percent gratuity for each of the following check totoals. Using the blanks provided:

(I) Use the fast and easy way to figure the gratuity as 15 percent by:

1.) Find ten percent of the check total by moving the decimal point one place to the left (Check total $12.00 10% of $12.00=$1.20)

2.) Figure one-half of the ten percent. (One half of $1.20=$.60)

3.) Add the two together. ($1.20 + $.60=$1.80 [15% gratuity])

Total	A	B
1. $15.00		
2. $17.50		
3. $12.24		
4. $32.56		
5. $6.46		
6. $25.00		
7. $42.75		
8. $31.63		
9. $11.11		
10. $18.72		

Total	A	B
11. $29.45		
12. $46.50		
13. $ 7.47		
14. $19.66		
15. $ 4.75		
16. $23.23		
17. $50.00		
18. $21.01		
19. $ 8.08		
20. $32.00		

(II) Compare your (A) and (B) calculations. Describe the accuracy of the fast and easy method.

TA 78

Least Number of Coins

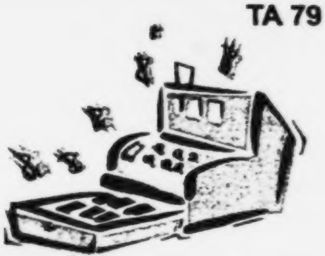
Directions

You are the cashier at The Rainbow Restaurant. When giving customers their change, you are to use the least possible number of coins. For each of the amounts listed below, put the number of coins needed in the blank to the right of the amount. In the parentheses, list the coins in the order you would count them back to a customer. An example is provided. NOTE: Do not use fifty-cent pieces.

Example

59¢ 7 (2 quarters + 1 nickel + 4 pennies)

1. 42¢ ______________ (____)
2. 63¢ ______________ (____)
3. 75¢ ______________ (____)
4. 83¢ ______________ (____)
5. 92¢ ______________ (____)
6. 20¢ ______________ (____)
7. 69¢ ______________ (____)
8. 38¢ ______________ (____)
9. 77¢ ______________ (____)
10. 15¢ ______________ (____)



Making Change

Directions

As the cashier at The Rainbow Restaurant, your job requires following the correct procedure for counting out change to a customer. For each item listed below, (A) write the amount of change due to the customer, (B) write the correct denomination needed to make the change, and (C) write how to count the change back to the customer. NOTE: Do not use fifty-cent pieces. An example is provided for you.

Total Bill	Money Received	Change Due to Customer	Correct Change Given
Example $1.25	$2.00	(A) $ .75	(B) 3 quarters (C) $1.25, $1.50, $1.75, and $2.00
1. $1.25	$5.00	(A)________	(B)________ (C)________
2. $1.79	$2.00	(A)________	(B)________ (C)________
3. $1.79	$20.00	(A)________	(B)________ (C)________
4. $2.35	$3.00	(A)________	(B)________ (C)________
5. $2.53	$3.03	(A)________	(B)________ (C)________
6. $5.18	$6.03	(A)________	(B)________ (C)________
7. $6.66	$10.00	(A)________	(B)________ (C)________
8. $6.66	$7.16	(A)________	(B)________ (C)________
9. $9.11	$10.00	(A)________	(B)________ (C)________
		________	________ ________

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TA 80a

The Happy Customer

Directions: The following situations can be used in several ways. Choose the one you feel is most appropriate in foodservice.

1. Two men are having lunch at the restaurant where you work. Halfway through the meal, one of the men waves at you. You should:
   (a) smile and wave back.
   (b) think he just saw someone he knew.
   (c) go ask him if he needs anything else.
   (d) ignore him since you do not know him well enough to wave back.

2. A woman has just started eating her dinner at the restaurant where you work. Her iced tea glass is full and she seems to be enjoying her meal. You should:
   (a) sit down and have a glass of tea with her since she is alone.
   (b) do nothing for her right now since she does not seem to need anything.
   (c) ask if she is going to want dessert after her meal.
   (d) thoroughly clean the window right next to her table.

3. It is a busy night at the restaurant where you work. A man and woman come in to eat and sit at a corner booth that you normally do not pass very often. You should:
   (a) let them get your attention anyway since they can sense you are too busy to pass their booth very often.
   (b) ask them every two minutes if they need anything else.
   (c) ignore them totally since you are really too busy to service an out-of-the-way booth.
   (d) check with them several times and pass their booth often enough to see if it looks like they need anything.

4. Two of your friends come in to eat at the restaurant where you work. You should:
   (a) sit down and talk to them for as long as it takes for them to eat.
   (b) make sure they have everything they need just like all your other customers.
   (c) let them get whatever they need from the kitchen since they are your friends.
   (d) make sure they receive extra free portions of food and free desserts.

5. One of your customers seems to need something every time you turn around. First it was catsup, then it was steak sauce. After a few minutes, he needed more tea and another lemon wedge. You should:
   (a) get whatever he asks for quickly and cheerfully.
   (b) tell him you will get him anything he wants if he will only tell you everything at once.
   (c) ignore him if he tries to get your attention again.
   (d) refuse to get him anything else because you are tired.

The Happy Customer, cont'd...

6. Your customers have finished their meal. They might want a dessert. You should:
   (a) take them the check because they had a large meal and probably do not need dessert.
   (b) say, "You must have a piece of our apple pie."
   (c) ask if they would like to have a dessert.
   (d) go ahead and take them a dessert you think they would like.

7. Your customers have finished their meal. You should:
   (a) wait until they ask for their check.
   (b) take them the check but say nothing.
   (c) give the check to the cashier to give to your customers because you want to go home.
   (d) give them the check if they do not need anything else and say, "Thank you."

8. Three women are having lunch at the restaurant where you work. One woman has drank all of her water, but the other two still have almost full glasses. You should:
   (a) ask if you may refill the empty glass and as long as you are there, ask the other women if they would like more water, too.
   (b) ignore the empty glass and let the woman call you if she needs more water.
   (c) wait until all the glasses are empty so you can make one trip.
   (d) wait until at least two of the glasses are empty so you can save your time and energy.

9. Two people come into the restaurant. The host seats them and gives each one a menu. You should:
   (a) rush over as quickly as possible to take their orders.
   (b) give the customers a chance to read the menu.
   (c) not go to the table until the customers call you.
   (d) wait for the host to take their orders.

10. During the lunch rush, a customer is seated in your section. The customer waves you over to tell you that she is in a big hurry and has only ten minutes to eat. You should:
   (a) tell her to go to a fast food restaurant.
   (b) explain to her that you are very busy and do not have time to listen to her problems.
   (c) suggest menu items that are already prepared.
   (d) tell her you can rush her order and hope that the cooks will get it out in time.

TA 80c

The Happy Customer

Answer Sheet

1. The correct answer is (c). Usually waving and similar hand movements are signs that the customer needs something else. It is possible that he might have seen someone he knew, but just to be safe, go and ask him if he needs anything else.

2. The correct answer is (b). She has just started her meal and seems to have everything she needs. It is too early to ask her if she will have a dessert since she just started her meal. You are paid to work as a waiter or waitress, so you should *never* sit down to visit with customers. Heavy cleaning duties, such as cleaning windows, should be done during the hours that customers are not in the restaurant. Cleaning the window right next to the customer would put you in the customer's way and the smell of cleaning products would not be appetizing for the customer.

3. The correct answer is (d). You should never ignore your customers or make them have to get your attention every time they need something. However, asking them if they need something every two minutes is too often and might make them feel uncomfortable.

4. The correct answer is (b). You should treat your friends just like any other customer. You are paid to be a waiter or waitress, so you should not sit down to visit. No one, not even your friends, should have to go to the kitchen to get what they need. You should *never* give anyone free food.

5. The correct answer is (a). You should get whatever your customers need quickly and cheerfully. You should never threaten, ignore, or refuse the customer.

6. The correct answer is (c). You should always ask your customers if they would like to have dessert. You should not just take them a dessert you think they would like. Saying, "You must have a piece of apple pie," seems pushy.

7. The correct answer is (d). You should ask them if they will need anything else, and if they do not need anything else, give them the check and thank them. The customer should not have to ask for the check. You should always give them the check yourself and thank them.

The Happy Customer Answer Sheet, cont'd...

8. The correct answer is (a). You should refill the empty glass if the customer wants you to, and ask the others if they would like refills, too.

9. The correct answer is (b). You should give the customers a chance to read the menu and make their decisions. You should, however, be aware and go to the table before the customer has to call you. You should be the one to take the order, so you would not wait for the host or hostess to take the order.

10. The correct answer is (c). You should suggest menu items that are already prepared. Other suggestions would be to move the customer to another area of the restaurant where the service can be given more quickly (such as the counter); provide beverages and salads immediately; offer to bring dessert with the main course; and suggest take-out (if available).

Customers' Needs

You are a foodservice worker, a family of four is seated in your section. Immediately upon sitting down the older female in the group motions for you to come to the table. She tells you that her daughter is allergic to peanuts and needs to know if peanuts are used in the food. You respond that you will find out. She quickly stops you and tells you that she is on a low carbohydrate diet and wants your help in deciding on the best foods for her. The man gets your attention and tells you that he has bad teeth and will need all his food cooked softly. The young man tells you he is starving and wants foods that are prepared quickly.

What information must you know from the kitchen?

What food suggestions do you have for the woman?

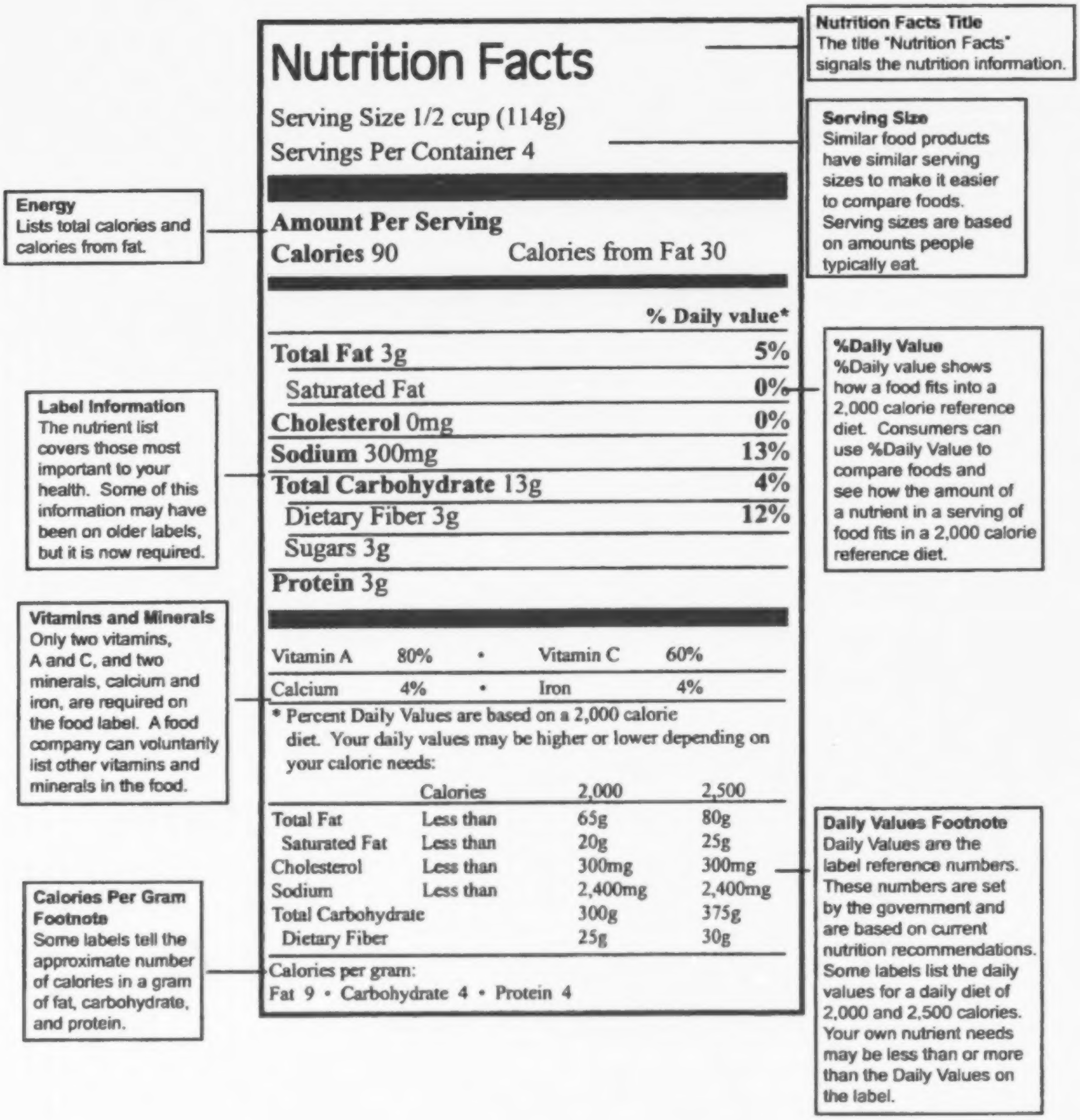
How can you help the man in his food selections?

If peanut oil is used in the preparation of food, what will you suggest for your customers?

What are the fastest prepared foods? Are these the healthiest?

TA 82

Nutrition Label



Nutrition Facts

Serving Size 1/2 cup (114g)
Servings Per Container 4

Amount Per Serving
Calories 90 Calories from Fat 30

	% Daily value*
Total Fat 3g	**5%**
Saturated Fat	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	

Vitamin A	80%	•	Vitamin C	60%
Calcium	4%	•	Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your caloric needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Nutrition Facts Title
The title "Nutrition Facts" signals the nutrition information.

Serving Size
Similar food products have similar serving sizes to make it easier to compare foods. Serving sizes are based on amounts people typically eat.

Energy
Lists total calories and calories from fat.

%Daily Value
%Daily value shows how a food fits into a 2,000 calorie reference diet. Consumers can use %Daily Value to compare foods and see how the amount of a nutrient in a serving of food fits in a 2,000 calorie reference diet.

Label Information
The nutrient list covers those most important to your health. Some of this information may have been on older labels, but it is now required.

Vitamins and Minerals
Only two vitamins, A and C, and two minerals, calcium and iron, are required on the food label. A food company can voluntarily list other vitamins and minerals in the food.

Daily Values Footnote
Daily Values are the label reference numbers. These numbers are set by the government and are based on current nutrition recommendations. Some labels list the daily values for a daily diet of 2,000 and 2,500 calories. Your own nutrient needs may be less than or more than the Daily Values on the label.

Calories Per Gram Footnote
Some labels tell the approximate number of calories in a gram of fat, carbohydrate, and protein.

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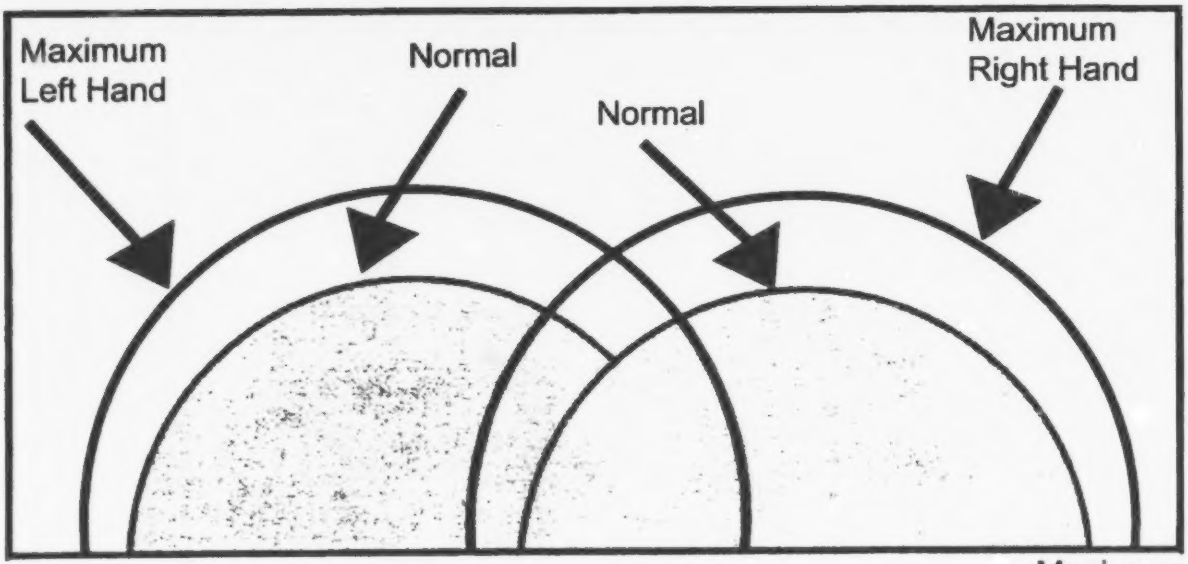
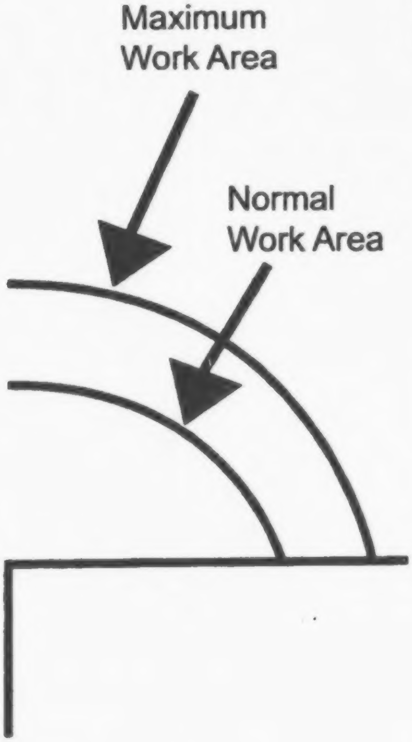
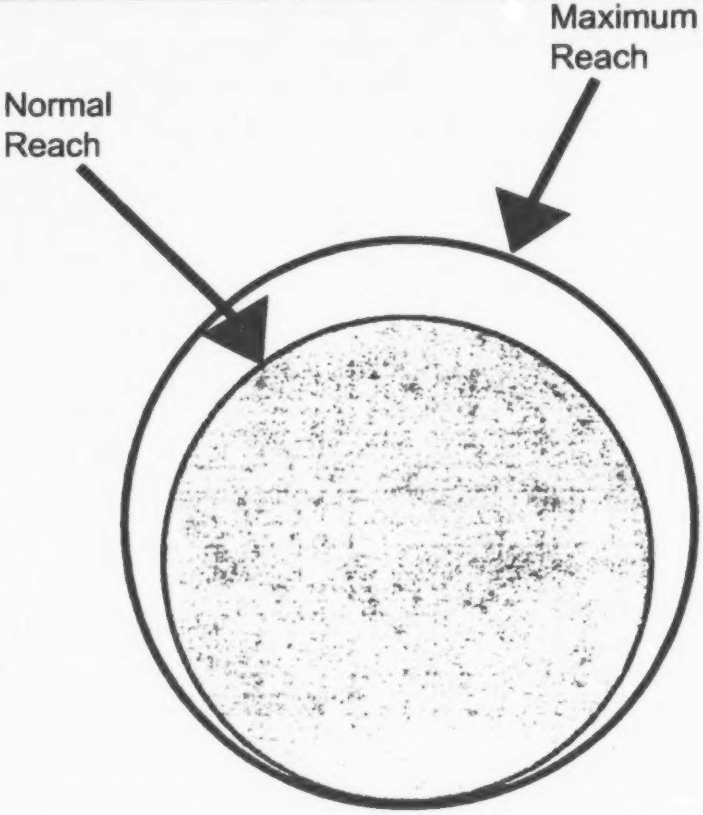
Food Safety and Sanitation Web Sites

- U.S. Food and Drug Administration
  www.fda.gov
- U.S. Food and Drug Administration Center Food Safety and Applied Nutrition
  www.cfsan.fda.gov
- U.S. Department of Agriculture Food Safety and Inspection Service
  www.fsis.usda.gov
- U.S. Department of Agriculture Foodborne Illness Education Information Center
  www.nal.usda.gov/fnic/foodborne/foodborn.htm
- Centers for Disease Control and Prevention
  www.cdc.gov
- Centers for Disease Control and Prevention Division of Bacterial and Mycotic Diseases Food Safety Initiative
  www.cdc.gov/foodsafety
- U.S. Environmental Protection Agency
  www.epa.gov
- Gateway to Government Food Safety Information
  www.FoodSafety.gov
- Partnership for Food Safety Education Fight BAC!™ Store
  www.fightbac.org
- American Council on Science and Health
  www.acsh.org
- Council for Agriculture Science and Technology
  www.cast-science.org
- Integrated Food Safety Information Delivery System
  www.profoodsafety.org
- Food Safety Technology Council
  www.foodsafetycouncil.com
- International Food Information Council
  www.ific.org
- Iowa State University Extension Service–Food Safety Project
  www.extension.iastate.edu/foodsafety/
- National Food Safety Database
  foodsafety.ifas.ufl.edu

Normal and Maximum Work Areas


Maximum
Left Hand
Normal
Normal
Maximum
Right Hand


Maximum
Work Area
Normal
Work Area


Maximum
Reach
Normal
Reach

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Recipe Components

Note to Teacher: In order to show the different parts of a recipe, one of the following techniques may be used. Use quantity recipes from two or three sources so that students get experience in locating information on recipes written in different formats.

1. Use one transparency sheet. As you talk about a recipe, write the parts on the transparency with different colors of ink, or use symbols, such as squares, triangles, or circles.

2. Have a recipe already written on a transparency. Place the transparency on the overhead projector and cover it with a sheet of paper. As you talk about the different parts, reveal the portion of the recipe you are explaining.

3. Use eight overlay transparency sheets and write in different colors of ink on each transparency one part of the recipe. Use a separate transparency for each color of ink. An example follows:

Sheet	Color of Ink	Part of Recipe
1	Red	Name of Recipe
2	Brown	Yield
3	Green	Ingredients
4	Orange	Measurements
5	Blue	Temperature
6	Yellow	Cooking Time
7	Black	Instructions
8	Purple	Utensils

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Abbreviations Used in Food Preparation

approximately =	approx.
average =	av. or avg.
bunch =	bch.
bushel =	bu.
calorie =	Cal. or Kcal.
centimeter =	cm.
cup =	c.
cylinder =	cyl.
deciliter =	dl.
degrees Centigrade =	°C
degrees Fahrenheit =	°F
dozen =	doz.
few grains =	f.g.
fluid =	fl.
gallon =	gal.
gram =	gm.
hectogram =	hg.
hour =	hr.
kilogram =	kg.
large =	lg. or lge.
liter =	l.

milligram =	mg.
milliliter =	ml.
minute =	min.
monosodium glutamate =	M.S.G.
ounce =	oz.
peck =	pk.
pint =	pt.
package =	pkg.
pound =	lb. or #
quart =	qt.
second =	sec.
small =	S., sm., or sml.
speck =	spk.
square =	sq.
tablespoon =	T., tb., or tbsp.
teaspoon =	t., ts., or tsp.
temperature =	temp.
weight =	wt.

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Standard Substitutions	
1 sq. chocolate =	3 T. cocoa and 1 T. fat
1 c. cake or pastry flour =	7/8 c. all-purpose flour
1 T. cornstarch =	2 T. flour (for thickening)
1 t. baking powder =	1/4 t. soda and 1/2 t. cream of tartar
1 c. milk =	1/2 c. evaporated milk and 1/2 c. water or 1 c. reconstituted nonfat dry milk plus 2 t. fat
1 c. sour milk or buttermilk =	1 c. fresh milk plus 1 T. vinegar or lemon juice (let stand 5 minutes)
1 c. sour milk and 1 t. soda in flour mixture =	1 c. fresh milk plus 3 t. baking powder
1 c. butter =	1 c. regular margarine (not light or reduced fat)
1 whole egg =	2 egg yolks or 2 T. dried whole egg plus 2 1/2 T. water
1 c. honey =	1 to 1 1/4 c. sugar plus 1/4 c. liquid

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Name: ____________________ Date: ____________________

PRODUCT EVALUATION

I. Food prepared:

II. Procedure:

III. Results and discussion:

A. Characteristics of product:

	Standard	With Substitute
Color:		
Shape:		
Texture:		
Flavor:		

B. Differences between products:

C. Reasons for differences between products:

IV. Summary and conclusions:

Adjusting the Yield of a Recipe

The yield of a recipe is usually stated on the recipe card. To get a different number of servings than the recipe makes, each ingredient must be increased or decreased by the same proportion. To do this, divide the wanted number of servings by the yield of the original recipe. Finally, multiply each ingredient by this answer to get the new amounts of each ingredient.

Example: To reduce a 50 serving recipe to a 20 serving recipe:
20/50=. 40 or 40% multiply each ingredient by 40% to get a recipe for 20 servings.

To increase a 50 serving recipe to a 70 serving recipe:
70/50= 1.40 or 140% multiply each ingredient by 140% to get a recipe for 70 servings.

To simplify measurements, such as pounds, cups, and tablespoons, convert these to the next smaller measurement unit (e.g., convert pounds to ounces, cups to tablespoons, tablespoons to teaspoons). If the measurements are metric, do not convert.

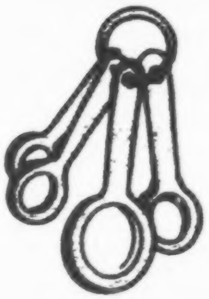
The Steps for Reducing a recipe:

1. Determine the proportion required by dividing the number of desired servings by the recipe yield. (20/50=.40 or 40%)
2. Convert each ingredient unit of measure to the next smaller unit. (2 lbs. Flour = 16oz. x 2 lbs.=32oz.)
3. Multiply the converted measure units by the proportion found in step 1. (32oz. x 40%=12.8oz.)
4. Convert the reduced measure to the next higher unit of measure. (12.8oz./16=.8lbs.).

The Steps for Increasing a recipe:

1. Determine the proportion required by dividing the number of desired servings by the recipe yield. (70/50=1.40 or 140%)
2. Convert each ingredient unit of measure to the next smaller unit. (2 lbs. Flour = 16oz. x 2lbs.=32oz.)
3. Multiply the converted measure units by the proportion found in step 1. (32oz. x 140%=44.8oz.)
4. Convert the reduced measure to the next higher unit of measure. (44.8oz./16=2.8lbs.).

For measurements given using metric eliminate steps 2 and 4.



TA 90

Name: ______________________ Date: ______________

CONVENIENCE FOODS PRODUCT EVALUATION

I. Food prepared:

Check one: ____ Traditional ____ Convenience Food

II. Preparation procedure:

III. Results and discussion:

A. Characteristics of product:

Traditional Convenience Food

Color:

Shape:

Texture:

Flavor:

B. Differences between products:

C. Reasons for differences between products:

IV. Record times:

Preparation start time:

Baking/cooking time:

Preservice time (e.g., icing cakes, garnishing):

Total time:

V. Summary and conclusions:

VEGETABLES
PIZZA

Laboratory Experience: Ground Beef

Directions: Complete this laboratory experience to compare different cooking methods for ground beef. Record your observations by providing the information requested. Write your answers in the spaces provided.

Step 1: Divide the ground beef into three equal portions. Weigh each portion on the scale to make sure all portions are equal. Shape each portion into a patty about one inch thick.
Recorded weight of patty before cooking ____________________

Patty 1: Take the frying pan with the lid. Preheat the pan uncovered over high heat. Test the readiness of the pan by sprinkling a few drops of water on the surface; the pan should sizzle. Put in one ground beef patty. Brown the patty on both sides. Add enough water to cover the bottom of the pan. Cover tightly with the lid and simmer on low heat for 10 minutes. Lift the patty from the water and weigh on the portion scale. Plate the patty on a plate labeled #1.
Recorded weight of patty #1 after cooking ____________________

Patty 2: Preheat the second frying pan as directed above. Put in one ground beef patty. Cook the patty 5 minutes on one side; turn and cook the patty 5 minutes on the other side. Lift from the pan and weigh. Place the patty on a plate labeled #2.
Recorded weight of patty #2 after cooking ____________________

Patty 3: Preheat the third frying pan as directed above. Reduce the heat to medium-low. Put in one ground beef patty. Cook the patty 8 minutes on one side; turn and cook the patty 8 minutes on the other side. Lift from the pan and weigh. Place the patty on a plate labeled #3.
Recorded weight of patty #3 after cooking ____________________

Step 2: Slice each patty in half. Record your observations.

OBSERVATIONS	Patty 1	Patty 2	Patty 3
Hardness of crust			
Appearance of meat			
Juiciness of meat			
Flavor of meat			

Step 3: Write a brief summary of your observations: ____

____

TA 92

Sensory Lab Worksheet

I. Name of products:
  Spice
  Herb
  Extract

II. Describe the sizes and shapes of the products:
  Spice
  Herb
  Extract

III. Describe the color of each product:
  Spice
  Herb
  Extract

IV. Describe the feel of each product (e.g., hard, soft, crunchy, round, powdery, liquid):
  Spice
  Herb
  Extract

V. Describe the smell of each product:
  Spice
  Herb
  Extract

VI. Describe the taste of each product:
  Spice
  Herb
  Extract

VII. Summary:
  How does the taste of each product compare with the appearance and smell?

  Which products tasted the best? Why?

Preparing and Serving Appetizers

Generally appetizers are prepared in advance. The number prepared is based on the number and types of guests expected, the occasion, the length of serving time, the menu, and the style of service. Usually 10 percent more appetizers than needed are prepared.

Types of Appetizers:

- Hors d' oeuvres may be arranged on individual plates or a variety may be arranged on a tray and passed to guests.
- Canapés are usually served before the main course, at a tea, reception, or a party.
- Spreads and dips are served surrounded by items they will be used with. Spreads are served with crackers, bread sticks, or tiny biscuit halves. Dips are served with chips, bread sticks, vegetables, or fruit. The crackers or chips served should be sturdy enough not to break. Fruits, such as apples, pears, and bananas, should be dipped in an ascorbic acid solution to prevent darkening.
- Cocktails may be made of fruit or seafood. Fruit cocktails are often served in stemmed glasses. Seafood cocktails are usually served with lemon wedges or slices and a spicy tomato sauce. Greens are usually used as a base for the cocktails.
- Relishes may be served on trays while guests are waiting for the main course.
- Salads should be served to guests on chilled plates, with crackers or bread.
- Soups are always served prior to the meal, unless served as the main course. Crackers or bread should be served with the soup.

Use assembly line techniques to prepare appetizers. For right-handed workers, the work flows from left to right. To set up an assembly line for appetizers, follow the directions below:

- Assemble tools, equipment, and ingredients, arranging them in logical order.
- Use both hands whenever possible.
- Complete one step in the assembly before beginning another.
- Work at a steady, rhythmic pace.
- Work quickly to keep food out of the temperature danger zone (41° F to 140° F).

More than two workers can form an assembly line by dividing the tasks into logical steps.

Sanitation when handling appetizers is important because the food is cut into small pieces and handled several times. Frequent hand washing and the use of plastic gloves helps.

Appetizers should be covered and stored in the refrigerator at a temperature of 40° F or less.

Appetizers should not stand at room temperature for more than four hours. They should be covered until ready to serve.

TA 94

Time Schedule Template

Time Schedule for____________________ Date______________

Product______________

Time of Serving______________

Job	Time Needed	Time for Completion

TA 95

Production Schedule Template

Station____________________

Workers____________________

____

____

Manager____________________

Number of Servings Prepared	Menu Item	Expected Yield	Actual Yield	Number Served	Amount Left Over

Cooking Procedures for Vegetables

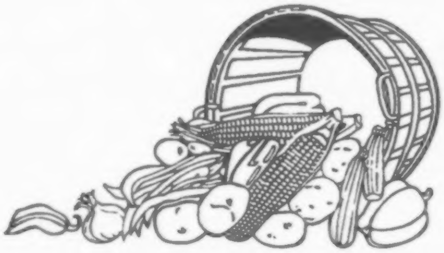
Directions: Complete this laboratory experience to determine the effect of cooking procedures on the color and texture of vegetables. Record your observations by providing the information requested. Write your answers in the spaces provided.

1. Divide the package of frozen vegetables in half.

2. Cook the first half of the vegetables in a saucepan according to the package directions.

3. Cook the second half of the vegetables in a saucepan according to the following directions:

    - Put 1 cup of water into a saucepan.
    - Bring the water to a boil.
    - Add the vegetables.
    - Cover the saucepan.
    - Boil for 20 minutes.



4. Drain each saucepan using a colander. Reserve the liquid.

5. Measure the liquid from each of the cooked vegetables using the liquid measuring cup.

6. Complete the chart below.

	Amount of Liquid	Color	Texture	Flavor
Saucepan 1				
Saucepan 2				

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TA 97

Lab Group Members: ____

____

Laboratory Experience: Gluten

Directions: Complete this laboratory experience to determine the effect of gluten in bread products. Record your observations by providing the information requested. Write your answers in the spaces provided.

Equipment and Supplies:

- 1/2 cup bread flour
- 1/2 cup all-purpose flour
- 1/2 cup pastry flour
- water
- 3 small bowls
- 3 spoons
- floured bread board
- baking pan
- 3 toothpick flags
- oven set at 375°F
- knife

1. Measure 1/2 cup bread flour into a small bowl. Gradually stir in enough water to make a very stiff dough (one that can be picked up and handled).
2. Place the dough on the floured bread board. Knead the dough until it is very elastic. Knead in more flour if needed. Observe how the dough handles during the kneading process.
3. Rinse the dough under cold running water until the water runs clear. This washes away the starch, leaving the gluten.
4. Form the gluten from #3 into a ball. Place the ball on the baking pan. Use a toothpick flag to label the ball #1.
5. Repeat steps 1-4 using 1/2 cup all-purpose flour. Label the ball #2.
6. Repeat steps 1-4 using 1/2 cup pastry flour. Label the ball #3.
7. Place the baking pan with the gluten balls into the preheated 375°F oven. Bake for approximately 15 minutes or until gluten balls are hard.
8. Remove the gluten balls from the oven and let cool. Slice each ball in half. Observe the appearance of the interior.
9. Record your observations by completing the chart below.

Type of Flour	Characteristics of Flour when Mixing and Kneading	Appearance After Baking

10. Using the information from the chart, answer the question, "What have you learned about gluten?" Write your answer in the space provided.

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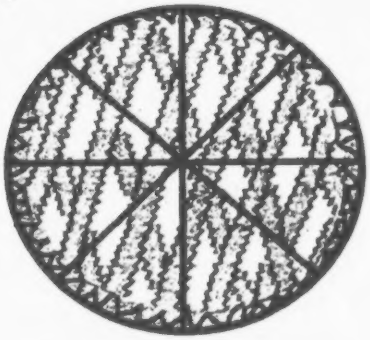
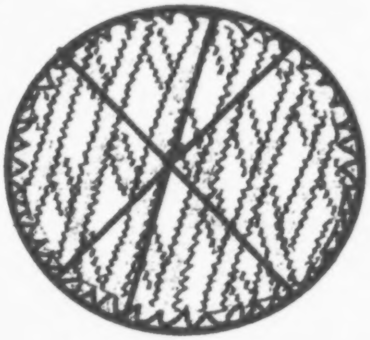
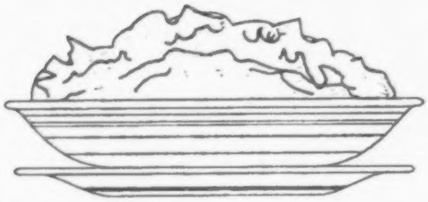
Identify the Correct Portion

Pie

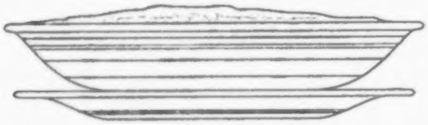


Pie

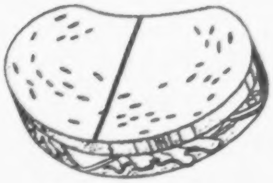




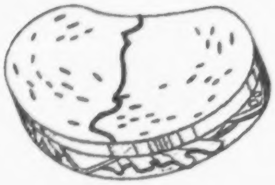
Vegetables—Creamed Potatoes



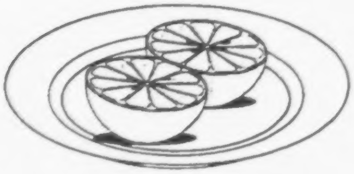
Vegetables—Creamed Potatoes



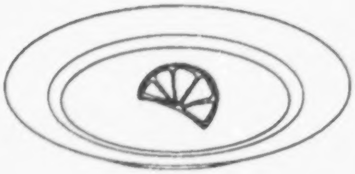
Sandwich



Sandwich



Fruit—Orange



Fruit—Orange

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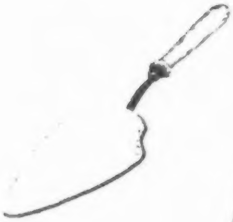
Portioning Tools



Pie Knife or Server

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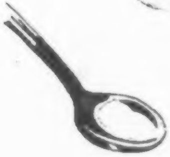
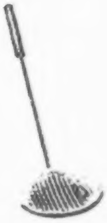
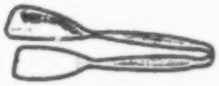


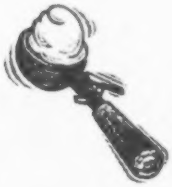
Serving Spoon



Pierced Spoon



Tongs



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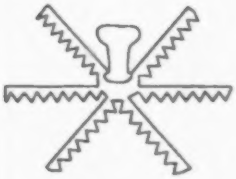
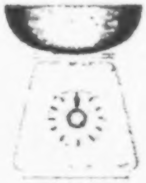
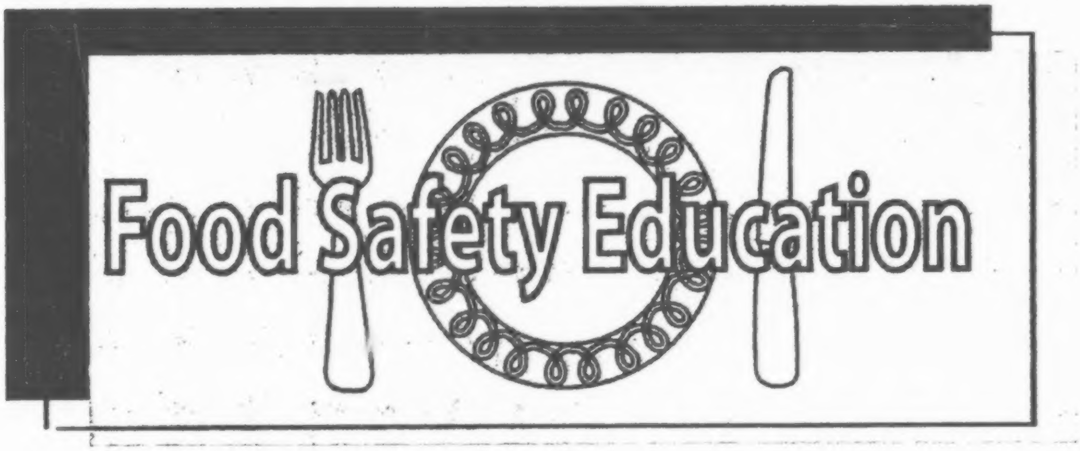


Pie Marker



Scale

TA 100



Food Safety Education

- ⇒ Salmonella as a foodborne illness
- ⇒ Botulism as a foodborne illness
- ⇒ E. coli as a foodborne illness
- ⇒ Contamination of food from a foreign chemical
- ⇒ Integrated plant management
- ⇒ Toxic metal contamination
- ⇒ Food contamination by careless foodservice workers
- ⇒ Other topics

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TA 101

Hot and Cold Holding Temperatures

All potentially hazardous foods, except those prepared for immediate consumption by the patron, shall be maintained in such a fashion as to prevent the growth or development of bacteria. When holding foods for service, such as on a buffet line, always remember to keep hot foods hot and cold foods cold. Hot-holding equipment must be able to keep foods at a temperature of 140°F or higher, and cold-holding equipment must be capable of keeping foods at a temperature of 41°F or colder.

Hot-Holding Guidelines

When holding hot foods for service, observe the following guidelines:

- Stir the food at regular intervals, as it will help distribute heat evenly throughout the food.
- Keep the food covered as long as covering will help retain heat and eliminate potential contaminants from falling into the food.
- Use a food thermometer to measure the food's internal temperature every two hours.
- Discard any hot food after four hours if it has not been maintained at a temperature of 140°F or higher.

Other safety precautions regarding hot-holding foods include never using hot-holding equipment to reheat foods. Foods to be reheated should first be heated to an internal temperature of 165°F and then transferred to the hot-holding equipment. Also, never mix freshly prepared food with foods being held for service as this practice can result in contaminated foods.

Cold-Holding Guidelines

When holding cold foods for service, the following guidelines can help prevent food-related illnesses:

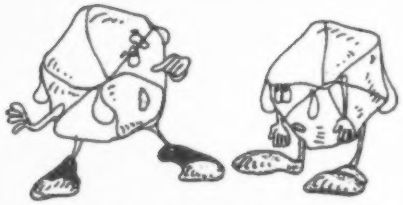
- Protect all foods from possible contamination by covering them or using food shields.
- Use a food thermometer to measure the food's internal temperature every two hours, and take corrective action whenever the temperature of a cold food item goes above 41°F.
- Never store food items directly on ice. All food items, with certain exceptions, should be placed in pans or on plates when displayed. Ice used on a display should be self-draining, and all pans and plates should be sanitized after each use.

Whenever you are dealing with questionable hot and cold-holding practices, always resolve the issue in favor of food safety. It is better to discard potentially hazardous foods than risk your customer's health or safety. One way to avoid discarding too much food is to prepare and cook only as much food as you will use in a short period of time.

For more information about operating a food establishment,
contact your local health department.

Source: Integrated Food Safety Information Delivery System.
www.profoodsafety.org

Cooling Methods



The Food Code requires that all cooked foods not prepared for immediate service shall be cooled as quickly as possible to eliminate the possibility of bacteria development. There are two methods to cool potentially hazardous foods: the two-stage method (preferred) and the one-stage method.

- The two-stage method reduces the cooked food's internal temperature in two steps. The first step is to reduce the temperature from 140°F to 70°F within two hours of preparation and from 70°F to 41°F or colder within an additional four-hour period. Total cooling time should never exceed six hours.

- The one-stage method is designed to reduce the cooked food's internal temperature from 140°F to 41°F or colder within four hours of preparation. This method should only be used if the food is prepared from ingredients at ambient temperature, such as reconstituted foods and canned tuna.

When deciding how best to cool potentially hazardous foods, keep in mind the following factors:

- The size or amount of food being cooled;
- The density of the food–a broth is less dense than a casserole; and
- The container in which the food is being stored–shallow pans cool faster than deep pans.

In order to facilitate the rapid cooling of cooked foods, the following methods are recommended by the Food Code:

- Placing the food to be cooled in shallow pans;
- Separating the food to be cooled in smaller or thinner portions;
- Using rapid cooling equipment, such as "blast chillers;"
- Stirring the food to be cooled in a container placed in an ice bath;
- Using containers that facilitate the transfer of heat;
- Adding ice as an ingredient to the cooked food; or
- A combination of the above methods.

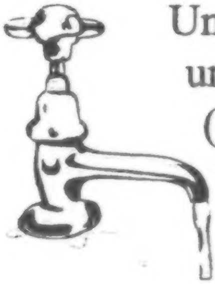
The most important thing to remember about cooling foods is that the temperature of all cooked foods should be reduced to 41°F or colder as quickly as possible. The cooling time, however, should never exceed the maximum time allowed for the selected method (either four hours for the one-stage method or six hours for the two-stage method). Simply placing a cooked food item in a refrigerator to cool may not be sufficient to reduce the threat of bacterial growth. In addition, a warm or hot food item placed into a refrigerator may actually raise the temperature inside the unit and jeopardize the safety of other stored foods. Once the food item has been properly cooled, it should be stored properly–covered and labeled with the date the product was prepared. When preparing foods using cooked ingredients, always use the older products first.

For more information about operating a food establishment, contact your local health department.

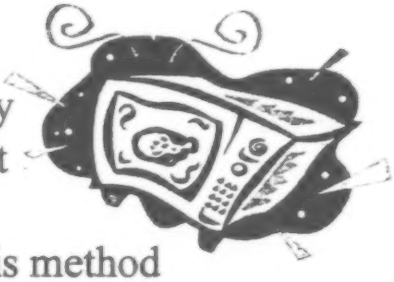
Source: Integrated Food Safety Information Delivery System.
www.profoodsafety.org

How to Safely Thaw Frozen Foods

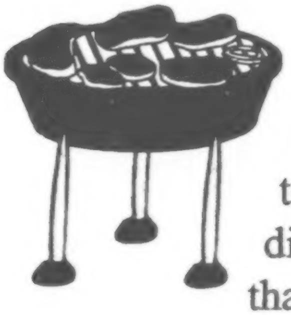
In the refrigerator: This is the safest method for all foods, particularly large foods like turkeys or roasts. Foods are removed from frozen storage and placed in the refrigeration unit at a temperature of 41°F (5°C) or less.



Under cold running water: The food can be submerged under running potable water at a temperature of 70°F (21°C) or less. (The water should be running fast enough to wash away any loose food particles.) Clean and sanitize the sink before and after using this method.



In the microwave: Food may be thawed in the microwave only if it will be cooked immediately afterward. Microwave thawing can actually start cooking the product, so do not use this method unless the food will be cooked immediately. This method cannot be used for thawing large items.



As a part of the cooking process: Food may be thawed as part of any cooking procedure as long as the product reaches the required minimum internal cooking temperature. Hamburgers can go directly from the freezer to the grill without being thawed first.

Source: International Food Safety Council.

Well-Groomed Employees

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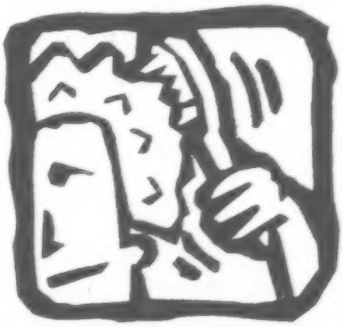


TA 105

Well-Groomed?

Directions: Each of the following scenarios involves a foodservice employee who has either a good or a poor grooming habit. Decide whether each employee's grooming habit is appropriate or inappropriate for the workplace.

1 Kim usually shaves each morning before going to work at the Sand Dollar Restaurant as a wait staff person. Today, he did not think he had time to shave, so he looks somewhat "scruffy."

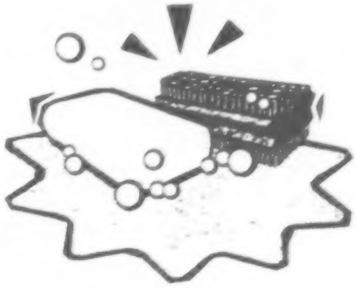
2 Leticia is the hostess at a major restaurant. She decided to wear a yellow midriff shirt with jeans to work instead of the required khaki pants and polo shirt she usually wears.

3 Joe forgot to use deodorant after showering today. However, Joe says it is okay since he used deodorant yesterday.

4 Dan, a busperson at Wiley Cafeteria, has not washed his hair or showered in a couple of days. He says it is okay because he is the one cleaning up after the customers.

5 Maggie is in the kitchen as an assistant to the sous chef. She really enjoys her new look, which includes dark eyeshadow, bright blush, and dark lipstick. Her lime green nail polish is really cool looking.

6 Maria works as a cashier at a local restaurant. She is wearing several rings on her fingers as well as three sets of earrings. She is also wearing several bangle bracelets.



GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**
2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.
3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.
4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.
5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.
6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.
7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.
8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.
9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Name: ______________________

Educational Tour Summary

1. Name of Foodservice Establishment:

2. **Iced water:**
   When was the ice water served?

   What method was used for putting ice in the glass?

   How were glasses refilled?

   What types of garnishes were used in the ice water?

3. **Coffee:**
   What types of coffee were available (i.e., beans, ground, instant)?

   What types of specialty coffees were available (e.g., espresso, cappuccino)?

   What types of coffee makers were used (e.g., electric urns, brewers)?

   How long can coffee be held for good flavor?

   How were the coffee makers and coffee pots cleaned?

4. **Dairy beverages:**
   What types of dairy beverages were available?

   How was the milk stored?

   If hot chocolate or cocoa was demonstrated, what were the preparation steps?

   How was the hot chocolate or cocoa garnished?

   If making a milk shake was demonstrated, how much flavoring was used?

   How was the flavoring measured?

   What types of machines were used to make milk shakes?

   How were the milk shakes garnished?

5. **Fruit and vegetable beverages:**
   What types of fruit and vegetable beverages were available?

   How were the beverages garnished? served?

   How were the fruit and vegetable beverages stored?

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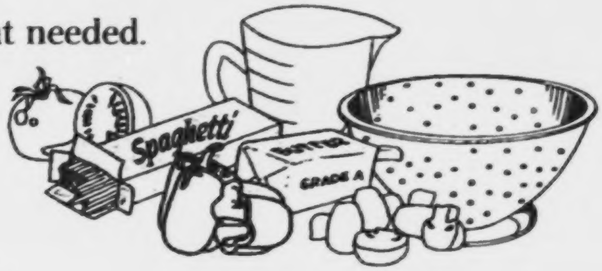
How to Use a Recipe

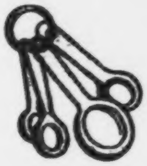
1. Read the whole recipe before you start to prepare the food.

2. Know words and amounts before you begin. Ask questions, if necessary.

3. Get out all the food and equipment needed.



4. Weigh or measure all ingredients.



5. Follow each direction in order.

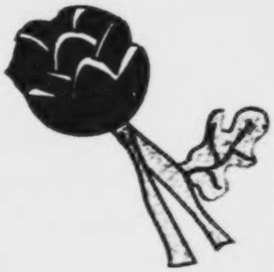
First, sift flour.
Second, add milk.
Third, stir.

6. Keep the area clean while working.

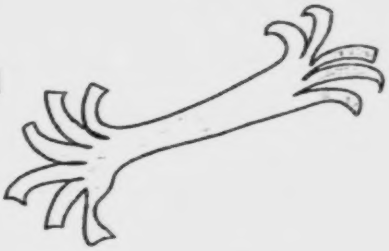
7. Practice sanitation and safety every step of the way.

Fruit and Vegetable Garnishes

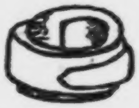
Wash radishes and cut off the root, leaving an inch of stem. Hold radish by the stem, and make overlapping cuts down and into sides. Do not cut completely through the skin. Place in cold water to make the "petals" open and remain crisp.



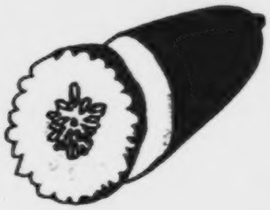
Cut celery into pieces about 2 1/2" long. Make short cuts that are close together on one end. The other end may be cut the same way or left as is. Place in cold water to curl. Green onion stems can be cut in the same way and will fan in cold water.



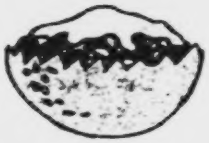
Peel a large, thick carrot, then cut very thin slices lengthwise with the peeler. Wrap slice around finger and secure with toothpick. Put in cold water to crisp. Remove toothpick before serving.



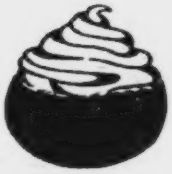
Wash cucumber. Do not peel. Pull prongs of fork down all sides lengthwise. Slice as desired.



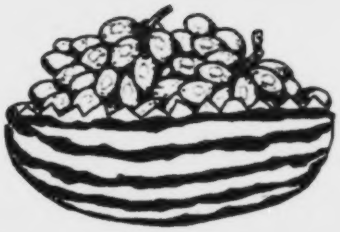
Cut orange or grapefruit in half. Remove pulp. Make saw-toothed edges with knife, if desired. Fill with salad or fruits.



Slice off top of tomato, hollow out a small portion. Place filling in the depression. Warm in oven before serving.



Slice a watermelon lengthwise and hollow out. Use the insides for melon balls or chunks with seeds removed. A saw-tooth or scalloped edge adds to the appearance. Fill with the melon balls and other cut fruits.



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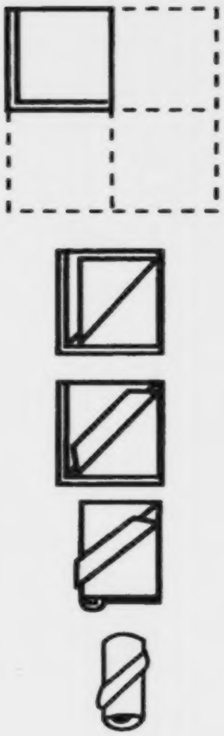
Sample Guest Check

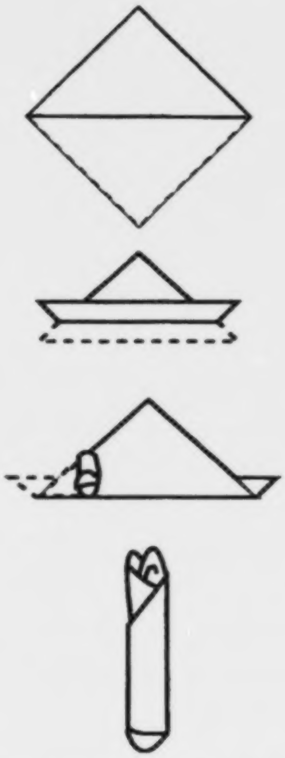
Date	Waitperson	Station/ Table #	No. in Party	10406A
			Subtotal	
			+ Tax	
			Total	

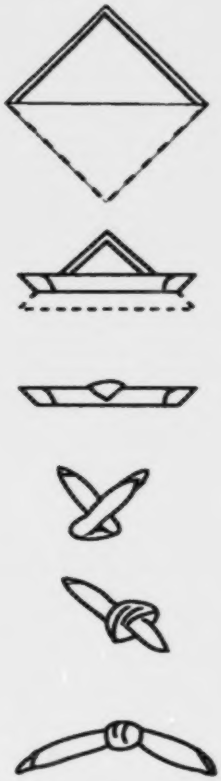
Ten Rules for Table Service

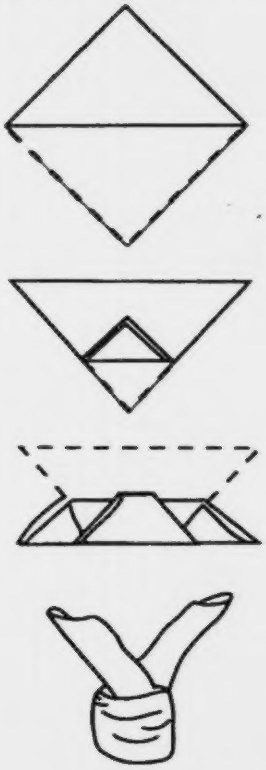
1. Serve all food from left, unless incovenient for guest.
2. Serve all beverages from right. Fill water glasses 2/3 to 3/4 full.
3. Clear from right. Unless instructed to clear from left.
4. Do not stack plates or scrape plates in front of guests.
5. Never leave a guest's place bare. One course should follow another.
6. When replacing one course with another, remove from right with right hand, serve left with left hand.
7. Serve hot foods first, then cold foods.
8. Serve everyone in the party the same course at the same time.
9. Fill water and beverage dishes, replace cutlery, clear away side dishes, bring bread, and empty ashtrays before being asked.
10. Bread and side dishes should always be removed before dessert is brought.

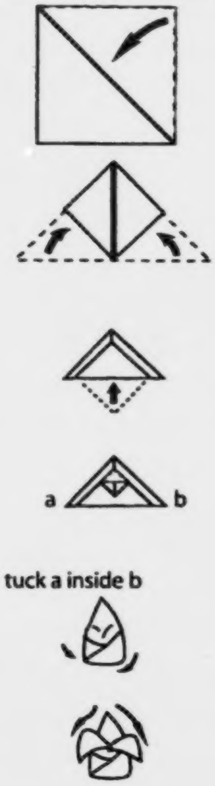
Elaborate Napkin Folds







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Work Area Duties

Work Station and Service Stand:

- Stock service stand with needed supplies and food items, per checklist.
- Prepare menus for daily specials.
- Restock as needed during shift.

Tabletop:

- Salt and pepper shakers, candle holder, flower vase, ashtray, sugar and creamer
- Basic table setting
- Includes the placemat or tablecloth and napkin
- Arrange neatly and conveniently on tables.

Serviceware:

- Plateware and serving dishes
- Glassware
- Flatware and utensils
- Inspect closely for spots and cleanliness, and chips.
- Napkin dispensers, straw holders, pitchers, condiment stands and containers, serving carts all should be clean and polished.

Setting and Resetting Tables

- Efficiency in clearing and resetting tables
- Clean linens
- Place tabletop items.
- Fill tabletop items.
- Clear quickly and quietly.
- Remove plateware, glassware, and flatware.
- Separate soiled items and trash into appropriate bins.
- Wipe down table and chairs.
- Reset without disturbing nearby guests.

Cleaning the Dining Room

- Dusting
- Cleaning
- Sweeping
- Vacuuming
    1. Assemble the vacuum cleaner.
    2. Start in the farthest corner of the room or floor area.
    3. Use a back and forth motion while vacuuming.
    4. Move furniture (if necessary).
    5. Continue until the entire floor area is completed.
    6. Replace any furniture moved during vacuuming.
    7. Empty and clean the vacuum as directed.
    8. Return the vacuum cleaner to the assigned storage area.

Steps for Removing Dishes from Occupied Tables

1. When ready to clear a course (all guests have finished), stand at the right of the first diner.

2. Extend the right hand to the diner's right and grip the plate. Leave the flatware on it. Place the index and middle fingers under the plate and the thumb tightly clasped on the top of the plate. Withdraw the plate around the guest.

3. Transfer the plate to the left hand, using the same grip.

4. Place forks next to each other on the plate, turned outward.

5. Place the knife under the bridge (curved part) of the fork with the sharp edge turned outward.

6. Still holding the first plate, remove the second plate from the second diner in the same manner.

7. Place the second plate on the lower left forearm. Support the plate at three points: lower forearm (not wrist), the thick part of the thumb of the left hand, and the upturned little and ring fingers of the left hand.

8. Remove the knife and fork from the second plate to the first. Place them next to the original flatware.

9. Stack the first plate on top of the second plate and hold it in the left hand. Continue using this procedure around the table, but place plates on a tray or cart when they begin to get too heavy.

Clearing Dishes from a Vacant Table

1. Use trays or carts to save steps and decrease amount of time spent on the task.

2. Pick up glassware by the base, utensils by the handle, and plates by the rim.

3. Put heavy dishes on the tray first and toward the center.

4. Separate flatware and pile it on one side of the tray with all handles turned in one direction.

5. Place cups, bowls, cream pitchers, and teapots on top of plates, nestled securely.

6. Place water glasses in one section. Cocktail glasses are placed on a separate tray.

7. Do not overload the tray and be sure the weight is evenly distributed.

Shopping for Equipment

Item	Description	Price of Item	Shipping	Vendor
Example:				
Mixer	Hobart, 80 qt. Dough hooks and three bowls Item #1123	$6,500	Free with $2,000 Order	Chef's Resource

Shopping for Tools and Utensils

Item	Description	Price of Item	Shipping	Vendor
Example:				
Heat Resistant Spatulas	Set of two, Flame color, 11-inch spoon 13 1/2 inch flat	$19.99	Depends on amount of order	Chef's Catalog

Safety Practices in Using Cutlery

✱ Proper use and care of knives is an important factor in keeping them in good condition. The following are some guidelines for using knives.

✓ Use the correct knife for a particular job.

✓ Use a cutting surface (cutting board/table) whenever possible.

✓ Always wash and wipe a knife from the back of the blade, being sure that your fingers do not extend to the cutting edge.

✓ Do not put a knife into water where it is not easily seen.

✓ When carrying a knife, hold it with the point downward.

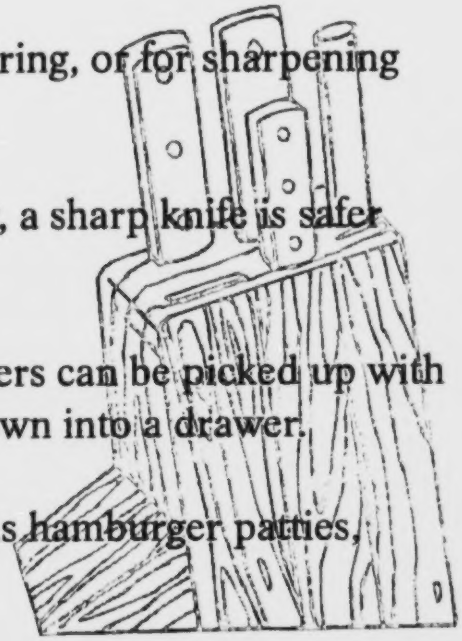
✓ Do not use a knife as a lever to pry off jar lids or for other similar purposes.

✓ Do not use a knife for cutting paper, string, or for sharpening pencils.

✓ If it is used effectively and thoughtfully, a sharp knife is safer than a dull knife.

✓ Knives stored in racks or slots in drawers can be picked up with more safety than those which are thrown into a drawer.

✓ Do not use a knife to turn food, such as hamburger patties, steaks, pork chops, or pancakes.



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✷ Knives that are kept sharp are both easier and safer to use. Less pressure is required when the knife is sharp, and there is less danger that the knife will slip.

Practices to follow that will help keep knives sharp are listed below:

- ✓ Wash knives by themselves, rather than with other utensils.
- ✓ Place knives in the dishwashing sink with the handles together and the blades pointed in the same direction.
- ✓ Dry each knife separately and store in a knife rack or a specified place in the drawer.
- ✓ Use only for cutting and slicing, not for prying open lids or cans.

ADA Title III Disability Etiquette

The following can be helpful when dealing with persons with disabilities.

- Ask persons with disabilities if you may assist him or her.
- Offer to read signs, posted written information, etc., to persons who are visually impaired.
- Offer to provide reach-assistance to persons who are mobility impaired.
- Communicate directly with persons who are disabled rather than talking only to their companions.
- Stand directly in front of persons with hearing impairments, and speak clearly to determine if they are able to lip read. If not, write out what you want to say to them.
- Give specific directions to persons with visual impairments (for example, "the ramp is directly ahead, 20 feet on your left") and, if appropriate, offer your arm to assist in guiding them to a particular location.
- When speaking with a person in a wheelchair for more than a few moments, get into a position that allows you to be at eye level.
- Do not lean on or otherwise touch a person's wheelchair without permission.
- Service animals, such as guide dogs, are working when they are with a person with a visual impairment. Always ask permission before petting or otherwise distracting the animal.
- Remember that the person is first; his or her disability is second. Do not call attention to or bring up the disability if it is not important. But do not be afraid to ask how you can provide special assistance to help ensure a comfortable visit.
- Also, avoid the use of these words: handicapped, victim, invalid, epileptic, crippled, deaf-mute, abnormal, deaf and dumb. Instead, refer to people who are disabled, have autism, have epilepsy, use a wheelchair, are hearing impaired, have specific learning disabilities, or cannot speak.

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TA 120

ADA Title III "Quick Look" Barriers Checklist

This checklist is designed to give businesses a quick appraisal of potential problem areas for accessibility. For detailed review standards contact the Architectural and Transportation Barriers Compliance Board at 1-800-872-2253 and/or obtain a copy of the Uniform Federal Accessibility Standards for current specifications.

ITEMS TO BE PERFORMED

Building Access

	YES	NO
1. Are 96-inch-wide parking spaces designated with a 60-inch access aisle?		
2. Are parking spaces near main building entrance?		
3. Is there a "drop off" zone at building entrance?		
4. Is the gradient from parking to building entrance 1:12 or less?		
5. Is the entrance doorway at least 32 inches?		
6. Is door handle easy to grasp?		
7. Is door easy to open (less than 8 lbs pressure)?		
8. Are other than revolving doors available?		

Building Corridors

	YES	NO
1. Is path of travel free of obstruction and wide enough for a wheelchair?		
2. Is floor surface hard and not slippery?		
3. Do obstacles (phones, fountains) protrude no more than 4 inches?		
4. Are elevator controls low enough (48 in) to be reached from wheelchair?		
5. Are elevator markings in Braille for the blind?		
6. Does elevator provide audible signals for the blind?		
7. Does elevator interior provide a turning area of 51 inches for wheelchairs?		

Restrooms

	YES	NO
1. Are restrooms near building entrance/personnel office?		
2. Do doors have lever handles?		
3. Are doors at least 32 inches wide?		
4. Is restroom large enough for wheelchair turnaround (51 inches minimum)?		
5. Are stall doors at least 32 inches wide?		
6. Are grab bars provided in toilet stalls?		
7. Are sinks at least 29 inches high with room for a wheelchair to roll under?		
8. Are sink handles easily reached and used?		
9. Are soap dispensers, towels no more than 48 inches from floor?		

Personnel Office

	YES	NO
1. Are doors at least 32 inches wide?		
2. Is the door easy to open?		
3. Is the threshold no more than a half inch high?		
4. Is the path of travel between desks, tables wide enough for wheelchairs?		

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Regulatory and Administrative Agencies

Agency	Web Site	Abbreviation	Function
Federal			
	irs.gov	IRS	
	osha.gov	OSHA	
	epa.gov	EPA	
	fda.gov	FDA	
	usda.gov	USDA	
	ftc.gov	FTC	
	eeoc.gov	EEOC	
	atf.treas.gov	ATF	
	usdoj.gov	DOJ	
State			
Alcoholic Beverage Commission	tabc.state.tx.us		
Treasury Department/ Controller	window.state.tx.us		
Department of Transportation	dot.state.tx.us		
Commission on Environmental Quality	www.tceq.state.tx.us		
Department of Health	tdh.state.tx.us		
Department of Insurance	tdi.state.tx.us		
Worker's Compensation Commission	twcc.state.tx.us		
Local			
health and sanitation			
building and zoning			
courts and garnishment			
historical preservation			
fire department			
law enforcement			
tax assessor/collector			

Suggested Provisions for Alcohol Policy

1. All servers of alcoholic beverages must be certified in accordance with the state Alcoholic Beverage Commission Rules and Regulations.
2. All management and/or supervisors shall be responsible for keeping track of their particular employees to insure that if a certification expires that the certification course is retaken and the server is re-certified. Proof of certification shall be permanently placed in the employee's personnel file.
3. All policies and procedures established by the certification program shall be complied with and enforced by all employees.
4. **No one** under the age of 21 shall be served, allowed to consume, and/or sold an alcoholic beverage. (Note: Some states authorize a parent or guardian to order an alcoholic beverage for a minor. If that occurs, serve the drink to the parent or guardian.)
5. For all banquets located at the facility, a "last-call" shall be given at least thirty (30) minutes prior to the end of the function.
6. In all situations, the service of alcoholic beverages shall cease at least twenty (20) minutes prior to the end of the function.
7. All catering contracts and/or function contracts issued by the facility shall incorporate this language. Additionally, the contracting party shall agree to indemnify and hold the facility harmless from any and all damages arising from the service of alcoholic beverages.
8. There shall not be any "serve yourself" situations. At any function at the facility in which alcohol is to be present, a certified staff service member shall be present to serve alcohol at all times.
9. Any "drink special" (that is any drink offered at any price less than the normal selling price) shall first be cleared through the general manager's office.
10. Each complimentary drink shall be written down on an individual service ticket and signed by a manager. These tickets shall be clearly marked complimentary.
11. Coming to work under the influence of alcohol or any illicit drug is strictly prohibited.
12. Any employee of the facility (including management) is strictly prohibited from consuming alcoholic beverages before their shift, during or after their shift while on facility premises.
13. Removal of alcoholic beverages from the facility premises is strictly forbidden.

Other Suggested Practices

1. Ascertain, through photo identification, whether any customer who could be 30 years of age or less, is of legal drinking age.
2. Refuse drinks to anyone who appears to have had "one too many."
3. Offer free soft drinks to designated drivers' or in the alternative, offer soft drinks at lower prices than alcoholic drinks. Just because someone is with a designated driver does not give them the right to drink all they want.
4. Turn the lights up in serving and drinking areas to: (a) more easily observe behavior and (b) lessen the drinking atmosphere.
5. Offer free cab rides for intoxicated patrons and guests.
6. Limit the hours drinks are served.
7. Limit the number of drinks served per individual.
8. At parties, make available to each commercial or social guest only two drink tickets and unlimited soft drink tickets.
9. At open bar functions (with a bartender serving but guests do not have to pay for their drinks), hold patrons to a limited number of different colored tickets for overlapping two-hour periods to prevent anyone from drinking an unreasonable number of drinks in any one time period.
10. Do not sponsor BYOB (Bring Your Own Bottle) events, because control of the host is lost.
11. Never sell or serve multiple drinks.
12. Do not encourage the over-consumption of alcohol by offering discounted drinks, instead emphasize quality over quantity.

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Issues That Stimulate Ethical Conflicts

Certain issues create ethical conflicts in relationships between businesses and their customers, competitiors, suppliers, and stockholders.

Relationships Between Business and...

- local organizations
- society
- customers
- competitors
- suppliers
- working environment
- stock holders
- city environment
- government

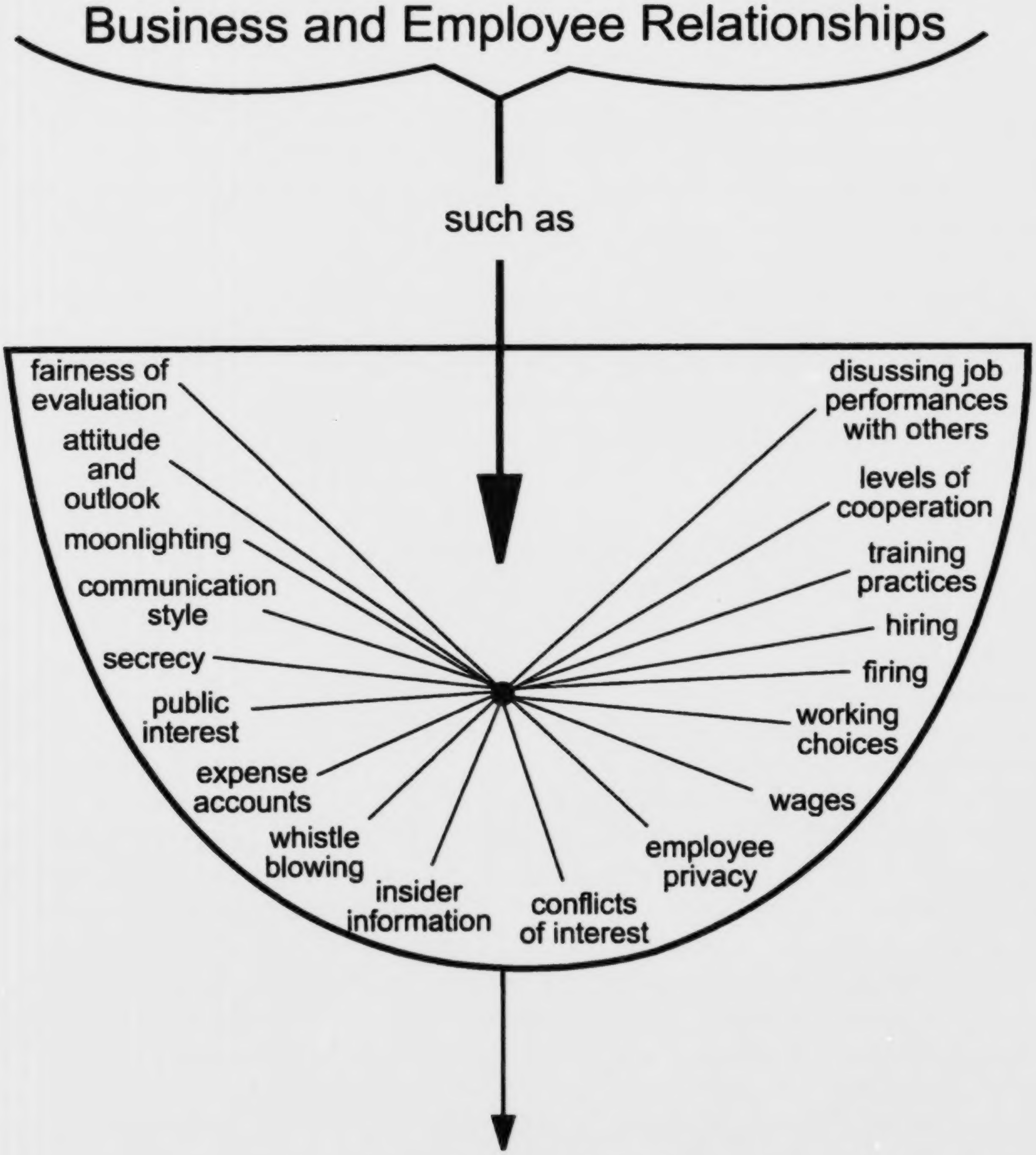
LEAD TO

Issues That Stimulate Ethical Conflicts

- decisions of community leaders
- toxic waste and environmental damage
- business relocations
- right to work laws
- lobbying
- employee unions
- shareholder rights
- competitive practices
- profits
- pricing practices
- buying
- labeling
- credit
- advertising and publicity
- fraud and deception
- workplace safety
- economy related problems

Ethical Decisions Involve

–Ethical dilemmas and decision-making needs may develop as a result of business and employee relationships.



Business and Employee Relationships

such as

- fairness of evaluation
- attitude and outlook
- moonlighting
- communication style
- secrecy
- public interest
- expense accounts
- whistle blowing
- insider information
- conflicts of interest
- employee privacy
- wages
- working choices
- firing
- hiring
- training practices
- levels of cooperation
- disussing job performances with others

will sometimes require decisions based on ethics

TA 125

On the Phone

Answers to Frequently Asked Questions About Our Restaurant

☺ Remember to SMILE WHEN YOU ARE TALKING. Speak clearly and politely.

Answer the phone by saying: ______________________________
____
____

☺ Our MENU is:

☺ We are located at: ______________________________
____

☺ You can park your car: ______________________________
____

☺ We are open on these days: ______________________________
____

☺ ...during these hours: ______________________________
____

☺ Do we accept personal checks? ☐ Yes ☐ No

☺ Which credit cards do we accept?

Card Name	Yes	No
VISA		
MasterCard		
American Express		

☺ Is smoking allowed? ☐ Yes ☐ No ______________________________

☺ Do we serve: Beer? ☐ Yes ☐ No, Wine? ☐ Yes ☐ No, Full Bar? ☐ Yes ☐ No

☺ Reservations: (See the Reservation Details Sheet)

☺ When finished, say, "THANK YOU FOR CALLING!"

TA 126

Reservation Details

☺ **SMILE** when speaking!

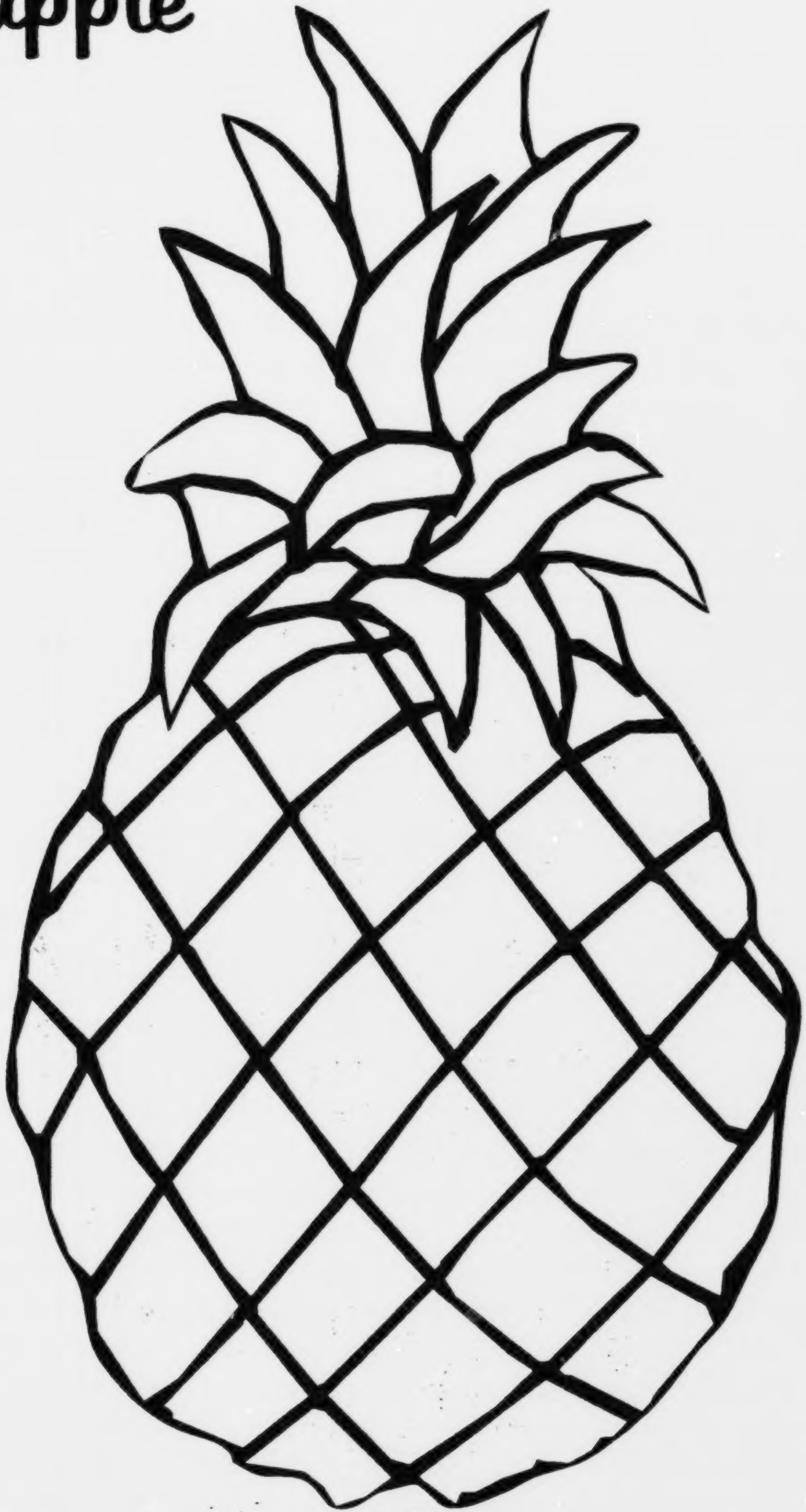
THANK the person for the reservation.

Ask them to ***PLEASE*** call us if they need to **cancel**.

Write Down (in a reservation pad or book):

- What is the name? ____________________
- What is their phone number? ____________________
- How many in their party? ____________________
- When are they coming? ____________________
  Day of the week: ____________________
  Date: ____________________
  Time: ____________________
- What (if any) special requests do they have? (Be sure that the staff is made aware of these special requests.)
- Who took this reservation? ____________________
- When was the reservation taken?
  Date: ____________________
  Time: ____________________

Pineapple



TA 128

Front Desk Competency

HOSPITALITY EDUCATORS ASSOCIATION OF TEXAS
High School Hospitality Competency Checklist
SAMPLE

______________	______________	______________
Student Name	**High School**	**Teacher**
______________	______________	______________
Department Supervisor	**Hotel**	**Human Resources Director**
______________	______________	
Hotel Department	**Date Rotation Completed**	

FRONT DESK

___ Ability to check-in and check-out guests promptly and courteously, including handling express check-in/check-out.

___ Ability to provide excellent service to guests in order to ensure all guests leave the hotel satisfied. Understand the significance of this to the overall operations of the hotel.

___ Ability to communicate effectively with the public and other hotel employees.

___ Understand the procedures to ensure prompt service for all guest requests including maintenance, housekeeping, and other calls.

___ Review the proper handling of guest complaints/grievances.

___ Knowledge of hotel services: Valet, Masseuse, Hair Salon, etc. Understand amenities that hotel can provide, such as gift baskets, and when to recommend this service.

___ Familiarization with local attractions and services, including giving directions to streets and highways.

___ Review computer system and how it relates to other departments, such as accounting, reservations, and housekeeping.

___ Review of accounting principles of the front desk including posting, charge disputes, proper cash handling, credit card procedures, guaranteed no-shows, etc.

___ Familiarization with hotel reports. Understand when and how to review, run reports, complete, and submit.

___ Understand the importance of communication between the front desk and housekeeping services.

___ Know the Hotel Emergency Plan for fire, flood, bomb threat, etc.

___ Understand when and how to notify Manager on Duty/Security Department of potential emergencies, complaints, or suspicious activity.

This task sheet is a sample sheet from the HEAT Competency Check-list that covers 25 competencies. The entire document is provided for free to HEAT members.
Contact the Hospitality Educators Association of Texas at (512) 491-6685 or *lizintexas@earthlink.net* for more information.

HOSPITALITY EDUCATORS ASSOCIATION OF TEXAS
HEAT

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Generally Accepted Accounting Principles

- The common set of accounting principles, standards, and procedures. GAAP is a combination of authoritative standards, set by standard-setting bodies, and the accepted ways of doing accounting.

Uniform System of Accounts

- The purpose is to create a "common language" in the reporting of financial statements.
- Provides a uniform classification and organization.
- Helps in comparing performance of one business to another.
- Helps in analyzing and evaluating department performance.
- Conforms to standards set by American Institute of Certified Public Accountants (AICPA) and Financial Accounting Standards Board (FASB).

Uniform System of Accounts for Hotels (USAH)

supported by American Hotel and Lodging Association

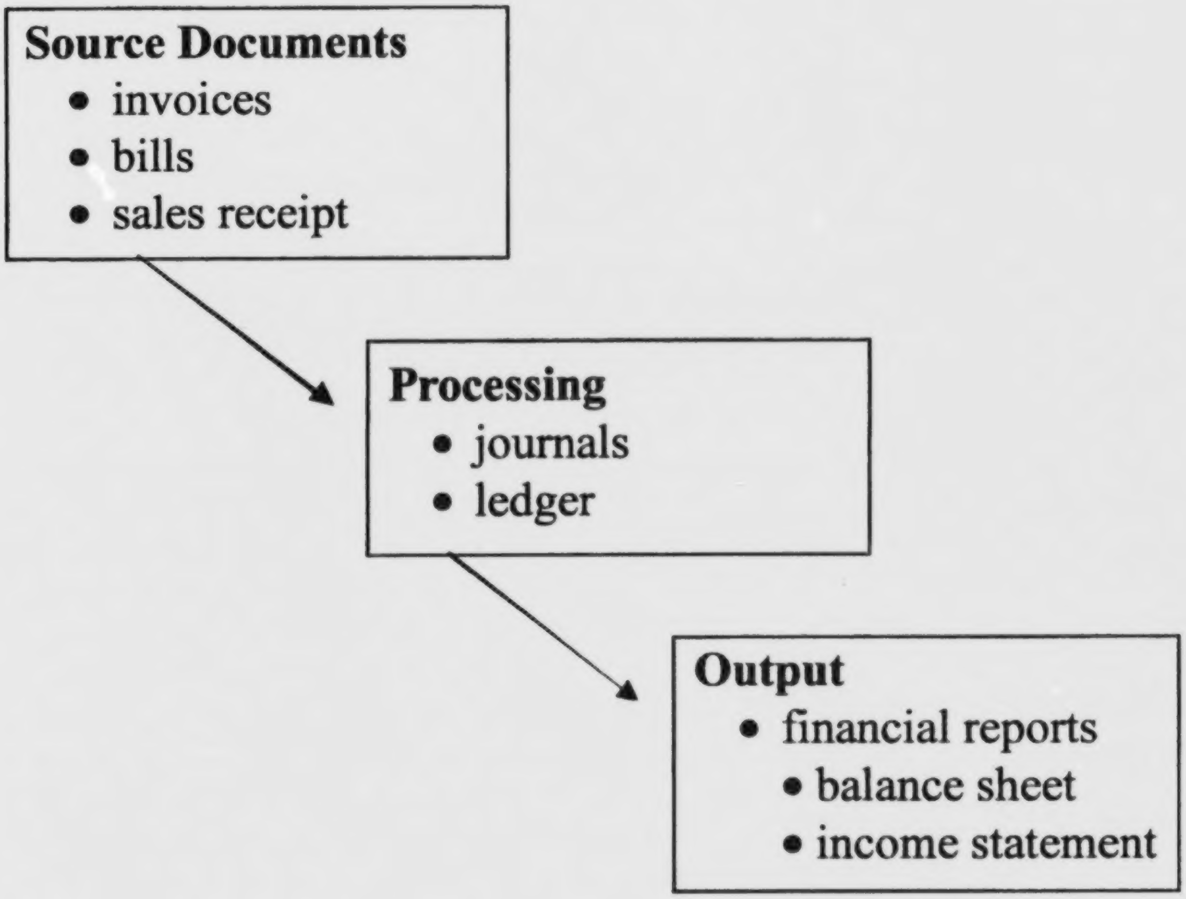
Uniform System of Accounts for Restaurants (USAR)

supported by National Restaurant Association

Uniform System of Accounts for Clubs (USAC)

supported by Club Managers Association

Flow of Accounting Information



Source Documents
- invoices
- bills
- sales receipt

Processing
- journals
- ledger

Output
- financial reports
  - balance sheet
  - income statement

Users of Accounting Information

Internal Users
- Management
- Owner
- Internal Auditors

External Users
- Potential Investors
- Creditors
- Government Agencies

Information provided by Ben Goh, Ph.D., Associate Dean, College of Human Sciences, Texas Tech University

Simple Format for Income Statement

My Restaurant and Motel
Income Statement
Month Ending April 30, 200_

Revenues		
Room sales	$18,000	
Food sales	10,300	
Beverage sales	500	
Interest income	200	
Miscellaneous revenue	360	
Total revenues		$ 29,360
Expenses		
Salaries and Wages	6,500	
Cost of food sold	8,270	
Cleaning supplies	750	
Linen service	1,500	
Heating expense	1,000	
Electricity expense	3,520	
Insurance expense	600	
Depreciation expense	1,500	
Interest expense	2,700	
Other operating expenses	100	
Total expenses		$ 26,440
Net Income		$ 2,920

TA 132

Financial Terminology

assets = liabilities + owners' equity

or

owners' equity = assets - liabilities

this is the same as in math

$a = b + c$

is the same as

$c = a - b$

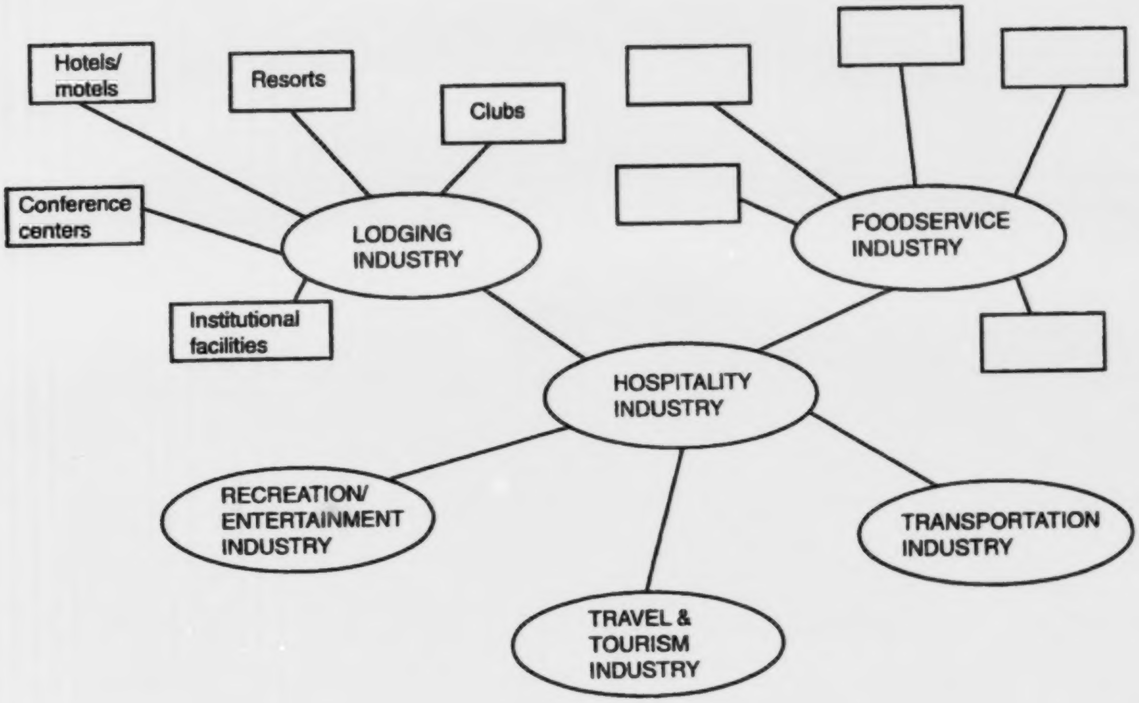
assets	what you have; what the business owns
liabilities	what you owe; debts or obligations
owners' equity (also called **capital** or **net worth**)	of the things you have, the part that you **really** own

Simple Format for Balance Sheet

My Restaurant and Motel
Balance Sheet
Month Ending April 30, 200_

Assets			**Liabilities**		
Current Assets			Current Liabilities		
Cash	$ 3,400		Accounts payable	$ 32,800	
Accounts Receivable	800		Notes on equipment payable	11,250	
Inventory	2,000		Mortgage payable	91,600	
Prepaid Insurance	700		Total Liabilities		$ 135,650
Total Current Assets		$ 6,900			
Fixed Assets					
Land	50,000		**Owners' Equity**		71,250
Building	110,000				
Furniture and Equipment	40,000				
Total Fixed Assets		200,000			
Total Assets		$ 206,900	**Total Liability and Owners' Equity**		$ 206,900

Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
LODGING INDUSTRY
Institutional facilities
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRAVEL & TOURISM INDUSTRY
TRANSPORTATION INDUSTRY

Internet Terminology

AUP	*Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (**Note:** Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions;* files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.

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Web Site Evaluation

Title of Site: ______________________________

URL: ______________________________

Evaluate the Web site you visited using the criteria described below. Circle the number you think the site deserves for each catagory. Justify your rating by writing a brief explanation using the space provided.

Key: 4 = Excellent, 3 = Satisfactory, 2 = Unsatisfactory, 1 = Poor

Criteria	Ranking	Explanation
Publisher is a reputable organization	4 3 2 1	
Information is reliable	4 3 2 1	
Sources of information are stated (Information can be verified)	4 3 2 1	
Author can be contacted for clarification	4 3 2 1	
Material at this site is useful, unique, and accurate	4 3 2 1	
Purpose of the resource is clearly stated	4 3 2 1	
Site contains original information not simply links	4 3 2 1	
Web site is updated frequently Date of last update: ______________	4 3 2 1	
Ease of movement from page to page, link to link, and item to item	4 3 2 1	
Graphics/sounds/video make a significant contribution to the site	4 3 2 1	
Each graphic/sound/video serves a clear purpose	4 3 2 1	
Site has its own search engine	4 3 2 1	
Site is easily browsable or searchable	4 3 2 1	
Web site accessibility is fast (response time)	4 3 2 1	
Limited number of links lead to dead-ends	4 3 2 1	
Non-members have access to all or part of the site	4 3 2 1	
A name and password must be registered before having access to the site	4 3 2 1	
Overall Web site evaluation	4 3 2 1	

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4

Program Evaluation

Purpose: A systematic assessment of the effectiveness of the Hospitality Services program in meeting it goals should be conducted to ensure that quality instructional training experiences for students are provided and maintained.

Rationale: Ongoing and systematic evaluation is essential to improving and maintaining the quality of a Hospitality Services program. Evaluations based on program goals serve to identify both the strengths and weaknesses of the Hospitality Services program components.

Things to Consider:

- Begin by listing program goals and objectives; evaluation techniques and criteria should match goals and objectives.
- Determine who will be the evaluators
  -Teacher
  -Students
  -Parents
  -School administrators
  -Hotel/restaurant management
  -Advisory committee members
- Plan and prepare tools/techniques for evaluating; they should measure what you want to measure and match program goals and objectives. Different tools/techniques often are needed for different evaluators. Examples include checklists, interviews, observations, questionnaires, and rating scales.
- Determine methods for interpreting results and making recommendations.
- Decide whether evaluations will be informative, summative, or both (depending on the evaluator).
- Remember that students and hotel staff need to have the evaluation instrument and criteria at the beginning of the training.

Examples

Evaluator	Technique
Teacher	Use a checklist to assess student performance weekly. Base assessment on knowledge and skills, training site expectations, and course goals and objectives.

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PT 140

Hospitality Services Student Agreement

As the parent/guardian of ____,
I have read and understand the ____
Hospitality Services Course Syllabus and the Hospitality Services Policies and Procedures. To the best of my ability, I will support my son/daughter in following the outlined objectives.

______________________________ ______________________________
Parent/Guardian Date

As a student in the Hospitality Services program, I have read and understand the Course Syllabus and the Hospitality Services Policies and Procedures. I will abide by those stated rules on a daily basis.

______________________________ ______________________________
Student Date

**This is a sample form only. Forms to be used locally should be finalized in consultation with necessary district policy makers and legal counsel.*

Career Concentration: Hospitality

Examples of Family and Consumer Sciences Career Opportunities

ENTRY
High School Diploma

- Bellperson
- Busser
- Cashier
- Checker/Inspector
- Counter Attendant
- Dining Room Attendant
- Dishwasher
- File Clerk
- Food Expediter
- Front Desk Agent
- Guest Services Agent
- Host/Hostess/Greeter
- Kitchen Assistant
- Laundry Attendant
- Lodging Facilities Attendant
- Mail and Information Agent
- Pastry Cook
- Reservations Agent
- Room Attendant/Housekeeper
- Room Service Captain
- Room Service Server
- Secretary
- Short Order Cook/Prep Cook/Line Cook
- Steward
- Supply Clerk
- Telephone/PBX Operator
- Waitperson/Server

TECHNICAL
Postsecondary Education

- Assistant Banquet Manager
- Assistant Food and Beverage Manager
- Assistant Housekeeper
- Assistant Housekeeping Manager
- Assistant Human Resources Director
- Assistant Restaurant Manager
- Assistant Rooms Manager
- Baker/Chef/Pastry Chef
- Banquet Chef
- Bell Captain
- Benefits Administrator
- Chief Engineer
- Concierge
- Dining Room Manager
- Employee Relations Manager
- Employment Manager
- Executive Assistant Manager
- Executive Housekeeper
- Executive Steward
- Foodservice/Banquet and Restaurant Managers
- Guest Service Manager
- Head Waitperson
- Host/Hostess/Greeter/Maître d'
- Housekeeping Manager
- Human Resources Generalist
- Reservations Supervisor
- Sales Representative
- Social Director
- Sous Chef
- Speciality Cook
- Teacher's Assistant

PROFESSIONAL
College / University Graduate

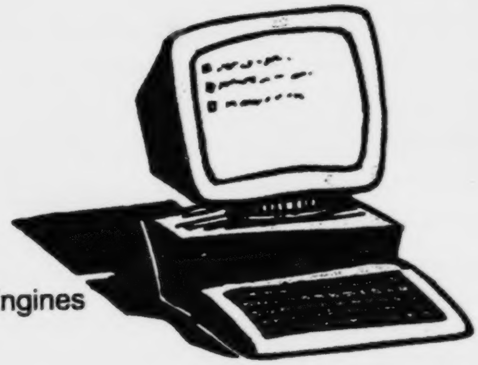
- Banquet Manager
- Catering Manager
- Controller/Auditor
- Convention Coordinator
- Convention Services Manager/Director
- Corporate Manager
- Director of Catering
- Director of Sales and Marketing
- Director of Security
- Event Planner
- Executive Chef
- Executive Housekeeper
- Exposition Manager
- Family and Consumer Sciences Educator
- Family and Consumer Sciences Extension Agent
- Food and Beverage Controller
- Food and Beverage Director
- Food and Beverage Manager
- Foodservice Director
- Front Office Manager
- General Manager
- Human Resources Director
- Lodging Manager
- Meeting Planner
- Nutritionist
- Public Relations Director
- Purchasing Agent
- Resident Manager
- Restaurant Manager
- Rooms Division Manager/Director
- Visitors and Convention Bureau Director

Search Engines for Internet Activities

Alta Vista
altavista.com

Global Schoolhouse
Directory of Internet Search Engines
www.globalschoolnet.org/resources/allsearch.html

Google
www.google.com



LookSmart
www.looksmart.com

Lycos
www.lycos.com

Mamma.com- The Mother of All Search Engines
www.mamma.com

Netscape Search
www netscape.com

WebCrawler
www.webcrawler.com

Yahoo!
www.yahoo.com

Yahooligans!
www.yahooligans.com

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Student Information Sheet

Student Name: ____________________

Student Number: ____________________

Student Grade Classification: ____________________

Homeroom Teacher and Room Number: ____________________

Student Address: ____________________

City, State, and Zip: ____________________

Home Phone Number: ____________________

Parent/Guardian: ____________________

Parent/Guardian Work Numbers: ____________________

Please list any extracurricular activities, hobbies, or school organizations:

____

____

Class Schedule

Period	Class	Teacher	Room Number
1			
2			
3			
4			
5			
6			
7			
8			

Teacher Section:

Date Enrolled ____________________

Locker Number ____________________

Parent Contacts:

____

____

____

____

____

PT 144

Hospitality Services I
Evaluation Report

Name:	
Date of Evaluation:	Rotation #
Department:	
1. Please rate the student in each category below, using a 1-10 rating scale with the highest being 10 and the lowest being 1.	
General Employability Skills	**Points Earned**
Appearance	
Attitude	
Attendance	
Dependability: Being on time	
Responsible: Following directions; Staying on task	
Human Relations: Getting along well with others	
Job Knowledge	
Workmanship: Progress shown	
Initiative: Interest in the Department's work	
Communication Skills	
Total Points/Grade	

2. List the types of jobs that the student gained experience in doing successfully.

3. List the strengths of the student.

4. List ways the student can improve.

5. Other comments:

SIGNED: ____________________
Note: Please return this form to:
RETURN DATE:

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PT 145

Student Performance Evaluation Rubric

Teacher Name ____________________ High School ________________ School Telephone #________

Student Name ________________________ Training Station ________________________

Evaluation For ________ 6-Weeks

	Outstanding	Above Average	Average	Below Average	Unsatisfactory
Accuracy Neatness Thoroughness Economy	Consistently Superior	Sometimes Superior	Consistently Satisfactory	Often Unacceptable	Consistently Unsatisfactory
Quantity of Work	20 19 18	17 16 15 14	13 12 11 10 9 8	7 6 5 4	3 2 1
Productivity	Consistently Exceeds Requirements	Often Exceeds Requirements	Meets Requirements	Often Below Requirements	Consistently Below Requirements
Dependability	15 14	13 12 11	10 9 8 7 6	5 4 3	2 1
Follows instructions Judgement Punctuality & Attendance	Consistently Dependable	Dependable Most of the Time	Ordinarily Dependable	Not Often Dependable	Consistently Undependable
Cooperation	15 14	13 12 11	10 9 8 7 6	5 4 3	2 1
With supervisor With other employees	Consistently Motivates and Assists Others	Quick to Volunteer and Assist	Generally Works Well With Others	Seldom Works Well With Others	Does Not Work Well With Others
Initiative	10	9 8	7 6 5	4 3	2 1
Ingenuity Self-reliance Planning Ambition	Consistently Strives to Learn and Improve	Often Keeps Self Occupied	Sometimes Finds Work For Self	Seldom Finds Work Without Supervision	Needs Constant Supervision
Self-Improvement	10	9 8	7 6 5	4 3	2 1
Interest Observation Questions Study	Consistently Studious and Interested	Often Inquires and Observes	Fairly Inquisitive and Studious	Seldom Asks Questions	Never Exhibits Interest in Learning and Improving
Personal Qualities	10	9 8	7 6 5	4 3	2 1
Appearance Courtesy Friendliness Expression	Consistently Inspires Confidence and Rapport	Well Liked and Respected	Usually Gets Along With Others and Makes Fair Impression	Seldom Attracts Respect from Others	Creates Antagonism Among Others

Note: Maximum number of points = 100

Comments ________________________________

____

____

Recommended Continued Training Placement ☐ Yes ☐ No

Evaluated by: ________________________ Date ________
(Supervisor)

PT 146

Classroom Performance Evaluation

Name of Student ________________________________

	Points:	
	Possible	**Actual**
Dependable and punctual minimal absences, none unexcused arrives to class on time turns in assignments when due	20	____
Class participation and contribution exhibits cooperation and teamwork participates in classroom activities comes to class prepared utilizes class time for class work	20	____
Follows school policies no office referrals abides by school district rules	20	____
Follows class policies prompt and accurate in reports yearly report updated weekly	20	____
Follows program regulations follows call-in procedures when absent keeps teacher informed of progress/problems	20	____
Perfect attendance bonus	4	____
Exemplary behavior bonus	varies	____
Classroom Instruction Total		____

Absences/Tardies for Three Weeks:

Absences _____
Tardies ______

Semester:

Absences _____
Tardies _____

Comments:

HOSPITALITY SERVICES

REFERENCE BOO

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FAMILY AND CONSUMER SCIENCES EDUCATION • TEXAS EDUCATION AGENCY • AUSTIN, TEXAS

Hospitality Services

Reference Book

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Chapter 1

The Hospitality Services Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1B Explain the complexity and diversity of the current hospitality industry.

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

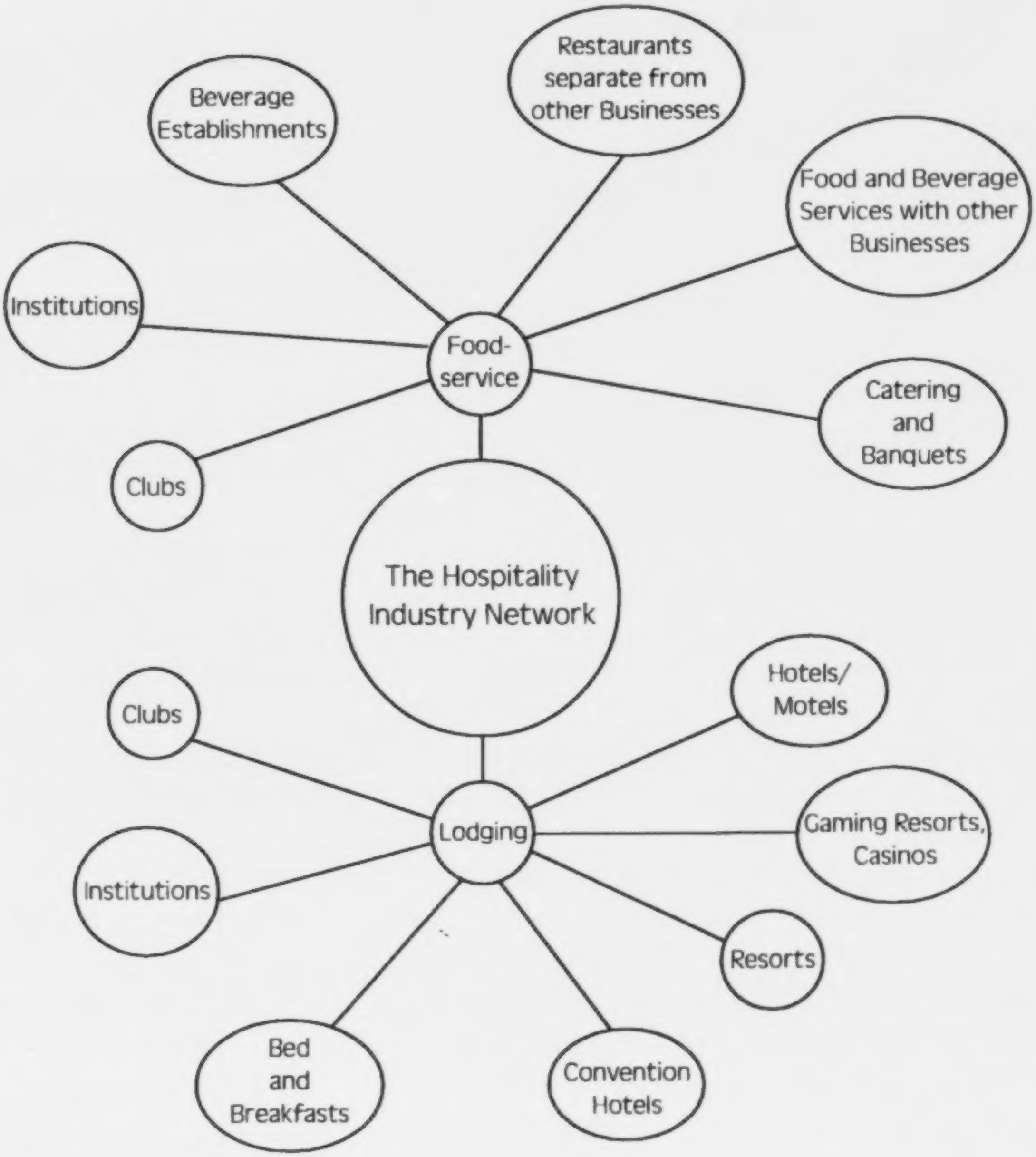
Chapter Vocabulary

extended-stay
freestanding
full service
hospitality industry
limited service
market segment
out-sourcing
upscale

Travel and dining are favorite pastimes of individuals in today's society. Regardless of where a person travels, whether it is for business or pleasure, at some point he or she will need a place to sleep and food to eat.

The hospitality services industry encompasses lodging and foodservice operations. The ***hospitality industry*** can be defined as all businesses that serve guests who are away from home. Some form of hospitality services date back to early times and have grown as travel has become easier. With increasing access to personal and mass transportation, travel has increased dramatically each year. The demand for hospitality services will exist as long as people continue to travel or eat away from home. See Figure 1.1 for a visual diagram of the complexity of the hospitality industry.

The Hospitality Industry Network


Beverage Establishments
Restaurants separate from other Businesses
Food and Beverage Services with other Businesses
Institutions
Food-service
Catering and Banquets
Clubs
The Hospitality Industry Network
Clubs
Hotels/ Motels
Lodging
Gaming Resorts, Casinos
Institutions
Resorts
Bed and Breakfasts
Convention Hotels

⇨ ***Figure 1.1***

THE HOSPITALITY INDUSTRY

According to an American Travel Survey, Americans took about one billion individual long-distance trips. Of those, 75 percent were overnight trips with an average of four nights away from home on each trip. Clearly, travel influences the demand for hospitality services and makes the hospitality services industry one of the largest service industries in the United States today.

The hospitality industry includes food and beverage, recreation, lodging, and travel and tourism. Current research shows 11 million people employed by the industry, with 779,000 facilities ranging from simple street vendors to four-star restaurants. One out of twelve workers in the world work in the hospitality industry. Total revenue generated by the hospitality industry is thought to be 400 billion dollars. McDonald's™ alone has 25,000 facilities in 115 different countries and is projected to serve 38 million customers daily.

Service is the product of the hospitality industry and is divided into two areas, physical and psychological service. These two areas combine to create the total product of the hospitality industry. In Brazil, there is a tradition of placing a pineapple outside the front door to welcome visitors. The hospitality industry adopted the pineapple as a symbol for hospitality. Receiving guests in a cordial manner and anticipating guest needs is what the industry is all about. The hospitality industry borrows the concept of hospitality from a Middle Eastern saying that exemplifies a devotion to the guests, "I am never a slave—except to my guests." The hospitality industry is constantly changing because of the changing needs of its guests.

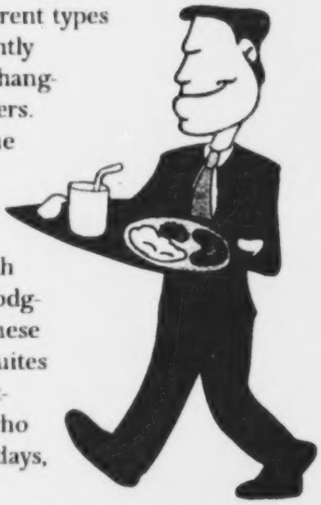
Lodging

Lodging operations can be found in almost any community. The most familiar operations are the high-profile hotels and resorts usually associated with large cities and tourist destinations. In locations ranging from cities to small communities, there also exists a diversity of lodging operations ranging from hotels and motels to inns and bed and breakfast arrangements in private homes.

Lodging operations are classified as ***full service*** if they have a food and beverage operation or as ***limited service*** if they do not offer food and beverage services. Within those classifications, lodging operations are further classified by the way they serve or types of additional services they offer. Price market segments often define the types of lodging available. Often in travel guides the number of dollar signs indicates the cost of different types of lodging operations.

LUXURY	$$$$$	Number of dollar signs = cost of lodging or foodservice
UPSCALE	$$$$	
MID-PRICE	$$$	
ECONOMY	$$	
BUDGET	$	

Market segments are smaller, identifiable groups of customers or guests who share a specific set of needs or expectations. For example, ***upscale*** properties serve a high-end market segment and tend to be very luxurious and service oriented, while budget operations serve a more economy-minded market segment where guests expect the basic accommodations.



New and different types of lodging constantly evolve to fill the changing need of travelers. One example is the current trend to meet the needs of business travelers by the growth of ***extended-stay*** lodging operations. These operations offer suites or efficiency apartments for those who need lodging for days, weeks, or even months at a time. This trend in lodging parallels a trend toward corporations ***"out-sourcing"*** work, or hiring experts on a temporary basis rather than hiring a permanent employee. Since these are temporary employees, they have need for temporary housing, which the extended-stay operations provide.

◆ Essential Questions: ◆
The Hospitality Industry

1. What technological and societal changes have led to the growth of the hospitality industry?
2. What are market segments?
3. What is the difference between full service and limited service in lodging operations?

FOOD AND BEVERAGE

Americans spend an estimated $1,517 dollars on purchasing meals away from home each year. One of every three meals is now eaten outside the home. Eating out is the American way. Each year it is estimated that $200 billion dollars are spent eating away from the home in the United States. The food and beverage business has grown steadily for decades and today employs more than 9 million people in this country, up from 6 million employees in 1987.

Increased prosperity in the United States changed American lifestyles by making it possible for more Americans to go out for meals. Because more people work away from home, they spend less time preparing food at home. In addition, many employees eat in foodservice establishments located in businesses, institutions, or factories. Increased emphasis on travel creates a demand for foodservice on airlines, on trains, at vacation and resort areas, and in hotels and motels.

Food and beverage operations vary in many ways including the following:

- the number of menu choices provided
- where food is prepared and served
- how food is served
- who is served

Some large lodging operations have a variety of food and beverage operations available ranging from coffee carts in the lobby and casual dining rooms to elegant, fine-dining restaurants. At the opposite end of the spectrum, some lodging operations have a breakfast bar in the lobby as the only food and beverage offering.

Some food and beverage operations are ***freestanding***, which means that they are not associated with a lodging operation. They can take many different forms, from drive-through hamburger stands to theme restaurants where the emphasis is on entertainment. Food and

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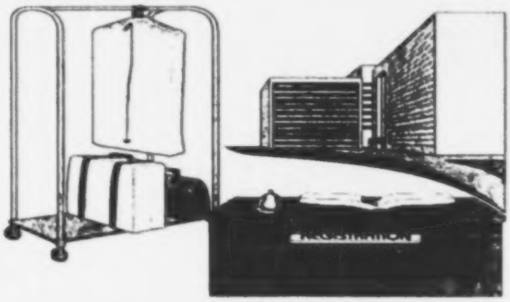
beverage operations can be associated with any organization or business where large numbers of people regularly gather and need to have meals, such as hospital or school cafeterias, employee dining rooms, or even catering trucks that sell lunch items at work sites.

◆ ***Essential Questions:*** ◆
Food and Beverage

1. What changes in American life have led to growth in the food and beverage industry?
2. What kinds of food and beverage operations are associated with lodging operations?
3. Are all food and beverage operations associated with lodging operations? Why?

THE FUTURE OF HOSPITALITY SERVICES

The hospitality industry is an industry where the types of jobs and workplaces are widely varied. Just as the definition of hospitality encompasses variety, the definition of a worker within the field includes a wide variety of skills and knowledge. The two major requirements for career success in the field of hospitality are a good attitude and a willingness to work hard.



Predicting the future of the hospitality industry is difficult. Many unpredictable components and influences can change the outlook. It is apparent that technology and computerization continue to affect the industry. A balance of "high tech" and "person-to-person" service must be determined. As always, the facility that maintains a high level of personal service to the customer will be the leader.

The emphasis on health in our society continues to impact the hospitality industry. Hospitality facilities have designed menus and integrated wellness programs for employees and guests alike.

Most hospitality industry analysts predict an increase in the growth of casino and gaming resorts and hotels. Already, educational institutions are offering courses and degrees in hotel management that cover the details of casino management.

The diversity of our culture will continue to influence the wide variety of choices in restaurants and hotels that Americans enjoy. Perhaps the emphasis on hiring drug-free employees will create safer and more productive work places. The Americans with Disabilities Act ensures physically and mentally-challenged workers a place in the hospitality industry, which will require additional technology to be developed. The hospitality industry is full of diversified opportunities for individuals who are willing to work hard as part of a fast-paced, growing industry.

◆ ***Essential Questions:*** ◆
The Future of Hospitality Services

1. How has the emphasis on health affected the hospitality industry?
2. What are two requirements for career success in the hospitality industry?

Chapter Highlights

- The hospitality industry can be defined as all businesses that serve guests who are away from home.
- The hospitality industry includes food and beverage, recreation, lodging, and travel and tourism. Current research shows 11 million people employed by the industry, with 779,000 facilities ranging from simple street vendors to four-star restaurants.
- Lodging operations are classified as full service if they have a food and beverage operation or as limited service if they do not offer food and beverage services.
- Market segments are smaller, identifiable groups of customers or guests who share a specific set of needs or expectations.
- Increased emphasis on travel creates a demand for foodservice on airlines, on trains, at vacation and resort areas, and in hotels and motels.
- Food and beverage operations vary in many ways including the following:
  - the number of menu choices provided
  - where food is prepared and served
  - how food is served
  - who is served
- Some food and beverage operations are freestanding, which means that they are not associated with a lodging operation.
- The two major requirements for career success in the field of hospitality are a good attitude and a willingness to work hard.
- The hospitality industry is full of diversified opportunities for individuals who are willing to work hard as part of a fast-paced, growing industry.

Chapter 2

History of the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1A Outline the history of the hospitality industry.

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

1F Describe the impact of technological innovations on the hospitality industry.

Chapter Vocabulary

caravansary
disposable income
hospitium
popina
tabernas
The Crusades
thermopoliums

ANCIENT HOSPITALITY

Throughout time, people have traveled. In earliest times, people carried supplies with them to make camp, prepare meals, and sleep along the journey, just as campers and hikers still do. As travel patterns became more predictable and regular routes were established, efforts were made to establish accommodations for people and the animals they used for travel.

One of the earliest forms of hospitality, dating back as early as 500 BC, was the caravansary. A ***caravansary*** had an enclosed courtyard for camels and other livestock and rooms for the travelers to spend the night.

These early inns were located along common caravan routes all over the Middle East and southwest Asia. Although caravansaries date back as early as 500 BC, some are still in existence in the Middle East.

In ancient Greece, inns were established near temples to accommodate people who had traveled great distances to worship at the temples. Animals would be sacrificed during religious ceremonies then the carcasses would be taken to a nearby inn to be cooked and eaten. The primary activities at the inn were eating, drinking, and celebrating. Those who stayed late celebrating would also sleep at the inn.

Ancient Romans had a slightly more sophisticated system including lodging establishments which may or may not have provided meals. These establishments were the precursors of modern foodservice organizations. Among food and beverage operations were ***tabernas***, similar to today's bars; ***thermopoliums***, which sold snack foods and beverages similar to a snack bar; and ***popina***, which sold hot food and full meals, similar to modern restaurants. The Romans even gave us the Latin word "***hospitium***", from which "hospitality" is derived.

◆ Essential Questions: ◆
Ancient Hospitality

1. Imagine spending the night at a caravansary. What sights, smells, and sounds would you experience?
2. What are the names of establishments in your area that would be modern equivalents of tabernas, thermopoliums, and popinas?

EARLY EUROPEAN HOSPITALITY

Traveling decreased after the fall of the Roman Empire in about 500 AD, so the number of inns decreased as well. This period of time in Europe was known as the Dark Ages. Money, land, and power were in the hands of only a few select people. Common people were not educated in any way and very few people other than priests could read. The majority of people lived as tenants on lands owned by royalty. As the church became more widespread and powerful, monasteries became the primary source of lodging for travelers. Travelers were expected to make a donation in exchange for a place to sleep and food to

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in exchange for a place to sleep and food to eat. The accommodations and menu were simple.

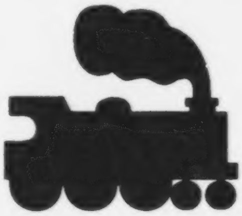
The Crusades began in 1095 AD and over the following 200 years, created many changes that affected the history of hospitality. The crusaders brought back goods from foreign lands, which eventually resulted in trade routes being formed throughout Europe and Asia. Increased trade and the resulting increased prosperity meant more people traveled. The first inns were places where men gathered to drink ale and talk about politics. A few alehouses provided mattresses along the walls where the men could spend the night. At the same time, people began to make religious pilgrimages, such as the journey described in the *Canterbury Tales*. All of those travelers required lodging and food, so the hospitality industry grew.

Hospitality in England

In England, inns continued to operate in most communities. The early English inns consisted of large open rooms with earthen floors and mattresses lined up around the walls. The middle of the room was for gathering and eating the food that travelers brought with them. By the 1400s, some inns had individual rooms and served prepared foods. Taverns were a central part of their communities. They served not only as a place to get food and something to drink, but also as a place to meet and learn the news of the day. Most of the travelers could not read so signs of animals, such as "Dolphin" or "Red Fox" identified the inns. Later the animal signs were replaced by a particular noble family's coat of arms. The coat of arms sign meant the inn was in the region of a certain noble family and under its protection.

As the use of stagecoaches and postal coaches in England increased, the number of inns along the travel routes increased. Inns began offering more services and more entertainment for patrons. Besides providing lodging, food, and beverage, inns also provided horses to pull the coaches.

When the railroad began operating in England in the early 1800s, the small-town inns started to die. The time it took to travel was greatly decreased, leading to a decreased demand for overnight lodging along the route.



◆ ***Essential Questions:*** ◆
Early European Hospitality

1. What are some societal changes affecting the development of the hospitality industry?
2. How did technological advancements in travel and communications affect the development of the hospitality industry?

HOSPITALITY IN AMERICA

The history of hospitality in America parallels that of England. In colonial America, taverns and inns were sometimes called ordinaries or commons. They were important gathering places. Many of the leading characters in the American Revolution conducted a large portion of their business and recruiting in the colonial inns and taverns. Research in early American history records that Patrick Henry called the taverns of the colonies the "cradles of liberty". It is also recorded that the

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Boston Tea Party was planned at the Green Dragon Inn. The history of our nation is filled with examples of taverns being used as hospitals and military headquarters. One of the first inns in the early colonies was opened by Samuel Coles in 1634 and was called Coles Ordinary.

As America became more industrialized in the mid to late 1800s, the economy prospered. People had more disposable income to spend on traveling, lodging, and meals away from home. ***Disposable income*** is income not needed for the basics of food, clothing, and shelter. During this time hospitality began to take on the form that is familiar today. "Hotel" is a French word that was first used for the city dwelling of a rich person living in Paris. The first record of the use of the word "hotel" in America was Corre's Hotel in 1790 in New York City. In 1794, the first hotel was constructed by a stock company; The City Hotel in New York was opened. The transition from family operations to a company business will forever affect the hospitality industry. After that, the first fine dining restaurants were opened and the first hotels with private rooms and bathrooms were built. Figure 2.1 lists some of the pioneers in the hospitality industry.

PIONEERS IN THE HOSPITALITY INDUSTRY

- **Cesar Ritz** was famous for the Paris Ritz and the Ritz-Carlton of New York where he created king-sized closets and ample drawer space for rich and famous guests.
- **Ellsworth Statler, Conrad Hilton,** and **Ernest Henderson** contributed to the development of the hotel chain concept.
- **Kemmons Wilson** was the founder of the Holiday Inn chain. His goal was to have a Holiday Inn at every convenient travel stop.
- **Ray Kroc,** at age 52, purchased exclusive rights to the name and the system of what is known as McDonald's, the most successful fast food restaurant in America.
- **Mahala Stouffer** was part of the family-owned lunch counter in Cleveland, Ohio that has grown into the famous Stouffer dynasty.
- **Alice (Allie) Marriott** was a tremendous business partner to J.W. Marriott as their business grew from a small root beer stand in 1927 to the Marriott Corporation.
- **Helen Corbett** was the woman that served as Foodservice Director in the Dallas Neiman Marcus department store. She is credited with teaching Texans how to eat fancy foods.
- **Alice Waters** was called the mother of California-style food and a great mentor for women interested in becoming chefs.

➪ **Figure 2.1**

One trend that has held true over time is that the hospitality business follows travel patterns. In early America, inns were found along coach roads. As Pennsylvania and New York constructed a network of canals, taverns and inns were built alongside the canals. When railroads were built in the 1800s, lodging and food and beverage operations were built to serve train travelers. As automobiles became widely available and highways were built, motor courts, diners, and truck stops were built. The new name for these roadside hotels or inns was "motel", a term first used in the California hospitality industry in 1925. Americans loved the automobile, and traveling and vacationing became very fashionable.

Throughout history and continuing today, the hospitality industry has been driven by societal and economic trends. Even slight changes in the needs of the patrons can lead to sweeping changes in the industry. People employed in hospitality services must be constantly aware of changes and trends that can potentially affect their business. Knowledge of the history of the hospitality industry is important when considering the challenges of technology and the impact of the culture served by this industry.

◆ *Essential Questions:* ◆
Hospitality in America

1. How has the perception of "taverns" changed over time?
2. How did the American Industrial Revolution affect the course of the hospitality industry?
3. Where was the first company hotel constructed?
4. What influence did the automobile have on the hospitality industry?

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Chapter Highlights

- One of the earliest forms of hospitality, dating back as early as 500 BC, was the caravansary.
- The primary activities at the early taverns and inns were eating, drinking, and celebrating.
- Ancient Romans had a slightly more sophisticated system including lodging establishments which may or may not have provided meals. These establishments were the precursors of modern foodservice organizations.
- Among food and beverage operations were tabernas, similar to today's bars; thermopoliums, which sold snack foods and beverages similar to a snack bar; and popina, which sold hot food and full meals, similar to modern restaurants. The Romans even gave us the Latin word "hospitium", from which "hospitality" is derived.
- After the fall of the Roman Empire, the church became widespread and powerful, making monasteries a source of lodging for travelers.
- Taverns were a central part of the communities. They served not only as a place to get food and something to drink, but also as a place to meet and learn the news of the day.
- As America became more industrialized in the mid to late 1800s, the economy prospered. People had more disposable income to spend on traveling, lodging, and meals away from home.
- The first record of the use of the word "hotel" in America was Corre's Hotel in 1790 in New York City.
- Knowledge of the history of the hospitality industry is important when considering the challenges of technology and the impact of the culture served by this industry.

Chapter 3

Future of the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

1D Evaluate considerations and accommodations for employees and guests with special needs.

1E Analyze the effects of the global economy on the hospitality industry.

1F Describe the impact of technological innovations on the hospitality industry.

1H Predict future changes in the hospitality industry.

Chapter Vocabulary

demographics
discretionary income
diversity
ecotourism
genetic engineering
homogeneous
sanitary
trend

Predicting the future may seem like a job best left to magicians, but it is vital to the success of the hospitality industry. One way to get a peek into the future is to study trends. A ***trend*** is a direction or tendency that a significant number of individuals appear to be following. Trends often are determined by looking at changes over a period of time. It may be as simple as noticing changes in the types of individuals who are traveling, or the types of leisure activities being written about in newspapers and magazines. Business trends are helpful as well, because business trends indicate how affluent the population is and more affluent populations spend more money on hospitality services.

POPULATION TRENDS

Since the hospitality business exists to serve the needs of people, changes in the population have a direct affect on the hospitality business. The needs and interests of guests are constantly shifting. It is a mistake for anyone in the hospitality industry to believe his or her way of doing business will always be successful. Hospitality organizations have procedures for tracking trends in guest needs and wants, and have methods for responding to those trends quickly. The organizations that are most responsive to guest needs are the most successful. An example of a trend that resulted in changes to sleeping room amenities is the ever increasing number of guests traveling with a laptop computer, thus needing a room with a computer data port.

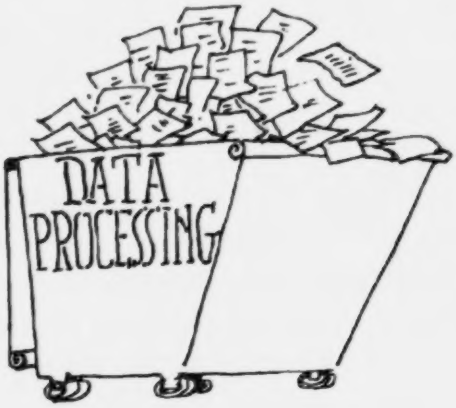
Demographics

The study of the characteristics of populations is known as ***demographics***. Demographers are individuals who study factors related to age, ethnicity, income, place of residence, and various indicators of lifestyle. Many trends are forecasted through the study of demographics. Some trends that will affect the hospitality industry in the coming years are the aging of the American population, changes in income, and changes in families.

The average age of Americans is gradually growing older. This means that there will be more mature people and fewer young people in proportion to the total population. This trend has a great impact on the hospitality industry for two reasons:

1) Older adults travel more and thus are regular consumers of hospitality services.
2) Many service positions in hospitality are traditionally filled by young people.

A shortage of workers is predicted. These two factors combined indicate that in the future there will be more guests, but not enough workers to serve their needs.



The average household income in America has risen steadily over the past several years. Barring any economic catastrophes, this affluence will continue and individuals will have more discretionary income. ***Discretionary income*** is the part of a family's or individual's income that is left after all taxes, bills, and necessary expenses have been paid. Because of the increase in discretionary income, leisure travel is more accessible and more popular than ever. Air travel, which several years ago was out of reach financially for the average person, is now a common mode of travel. So much so that airlines and airports are overwhelmed by the number of travelers. Tourist destinations are experiencing greater traffic to the point of being overcrowded, as well.

In some ways, Americans are becoming more family oriented. Many parents use family vacations as a way of relaxing and reconnecting with their families, particularly if both parents are employed outside the home. Businesses are responding by offering special enticements for adults traveling with children. Cruise lines, which have traditionally been geared to adult entertainment, now offer "family only" cruises with special accommodations for children. The response to this trend is most evident in the city of Las Vegas as it changed from a very adult atmosphere to one that offers a wide variety of options for family entertainment. Many large hotel chains list childcare services among their amenities, ranging from on-call babysitters to well-planned day-camp experiences for children of all ages.

Diversity

The United States is a very diverse population. ***Diversity*** refers to differences in regard to language, ethnicity, level of ability or disability, age, or gender. In reality the United States has always had a diverse population. In the past, the goal was for all people to blend together into one homogeneous group. ***Homogeneous*** refers to the same or similar nature or kind. However, the current trend is for diverse cultures and types of people to be recognized for their differences and to be honored and appreciated.

In the hospitality industry, diversity describes not only guests, but hospitality workers, too. The hospitality workforce includes people of both genders, of varying cultural backgrounds, a span of age groups, and individuals with disabilities.

The Americans with Disabilities Act (ADA) requires equal access to all public facilities for individuals with disabilities. Hospitality businesses have complied by changing the design of buildings and grounds to improve accessibility. The most common change is to make facilities wheelchair accessible. As the population ages, other accessibility issues will need to be considered, such as serving guests with limited vision, hearing, or mobility. Responsive hospitality businesses are incorporating universal design, or barrier-free design, in all areas of their facilities, including all guest rooms, all restrooms, and all work areas. Very progressive hospitality businesses are going a step further by actively pursuing the market segment made up of disabled guests. Included in this market segment are often affluent retirees. In some cases, entire regions have experienced economic revitalization by attracting large populations of retirees.

◆ Essential Questions: ◆
Population Trends

1. How have the demographics of your community changed over your lifetime? How do you expect them to change in the future?
2. What equipment or modifications would enable a wheelchair-bound employee to perform front desk operations?

TRAVEL AND VACATION TRENDS

The two major trends in travel are the types of leisure travel available and a major market increase in all types of travel. Business travel is also on the increase. Even with technology allowing instantaneous transmission of information and video teleconferencing, individuals are finding there is still a need to meet face-to-face regularly. The fact that technology allows individuals to run a global business from their homes naturally leads to individuals needing to travel occasionally to support their businesses.

In the past, people thought of vacations as an opportunity to sleep late, relax, and to let

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someone else do all of the work. Increasingly, individuals and families are using vacations as a time to learn a new skill or to have "once-in-a-lifetime" adventures. Some examples of adventure tourism include guided whitewater rafting trips, camera safaris, trips to exotic or dangerous places, such as to the mouth of a volcano. Travel learning can be as organized as spending a semester taking a college course in a scenic location, or as spontaneous as spending a few days in a large city visiting galleries and museums.

Ecotourism is a fast-growing segment in the hospitality industry that includes learning about nature and the environment and possibly even working on projects to improve or preserve the environment. For example, some organizations provide month-long trips where participants camp, hike, and work in national parks. In major migratory bird flyways, many small hospitality establishments have prospered by offering guided birdwatching trips. All of these trips and adventures require lodging and eating facilities.

Global Economy

Travel and hospitality services are affected by factors like the rising price of gasoline and the unrest in all parts of the world. For example, travel to the Holy Lands has greatly decreased in the past years due to the political issues in those countries. Also, foodservice operations in the United States were affected by the European cattle industry crisis with hoof and mouth disease. Many events around the world can greatly affect the hospitality industry.

◆ Essential Questions: ◆
Travel and Vacation Trends

1. What are examples of ways a hospitality business can attract the attention of adventure or ecotourism guests?
2. With E-mail, fax, telephones, and video conferencing so readily available, why do business executives still like to meet face-to-face for meetings?

FOODSERVICE TRENDS

The future of foodservice industry is greatly influenced by the development of new processes and products, and by the ever-shifting changes and needs of guests. Foodservice in general is expected to continue growing as lifestyles become busier and fewer people have the knowledge or desire to cook at home.

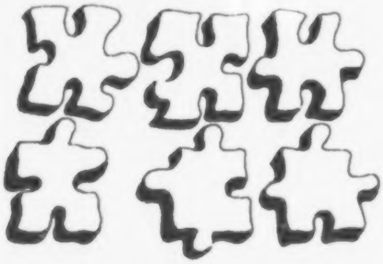
New Products and Processes

Food companies are constantly searching for ways to improve products and to develop new products. In the past, convenience foods were thought to be of lower quality and higher cost than freshly-made foods. Now many convenience foods made specifically for foodservice equal the quality of foods made from scratch as in the case of frozen soups and stocks that are now available.

Fresh
Bread

In some cases, desserts and baked goods, for example, are more cost effective. In most cases, it is less expensive for a foodservice establishment to use ready-made desserts than to hire a pastry chef to make these items. New processes make foodservice production more efficient, such as using a combination microwave-radiant heat oven for speed cooking without sacrificing taste or appearance.

New product development also involves the use of biotechnology or genetic engineering to create new or improved fruits and vegetables. ***Genetic engineering*** is the artificial manipulation of the genetic material of an organism. Genetic engineering allows scientists and food technologists to cross species barriers to select one gene or trait in an organism and use it to develop a better, more efficient organism. In the case of foods, genes are implanted from other organisms to change the qualities, such as the ripening time, of a fruit or vegetable. In some cases, this is simply a way to shortcut cross-pollination. In other cases, genes have been taken from animals to put into plants. This practice is of great concern to people with food allergies and to those on restricted diets prescribed by their religion. Foodservice operations need to take guest's needs and concerns into account when deciding whether or not to use genetically-engineered products.



Guest Preferences and Needs

Guests' tastes in foods are becoming more varied and more international. A century ago, spaghetti was considered to be an exotic dish outside of the homes of Italian immigrant families. Now, Italian foods of all kinds are considered to be staple menu items. Not only have people become accustomed to foods native to a variety of cultures, ingredients and techniques from around the world are being combined to make new kinds of foods. Guests come to hospitality facilities expecting the unexpected in dining experiences.

Today, individuals are more aware of the relationship between food and health and increasingly expect to be accommodated by foodservice establishments. Food allergies, medically-prescribed diets, vegetarianism, and healthy food choices are considered when planning menus and cooking methods.

Foodservice establishments should be flexible in filling special requests from guests with health needs. Filling special requests may be as simple as using an egg substitute instead of fresh eggs in an omelet. In the case of true food allergies, honoring a special request could make the difference between life and death. For example, a person severely allergic to peanuts can experience anaphylactic shock by eating only a fragment of a peanut. Anaphylactic shock is the reaction to a severe allergy and can cause the victim to die within minutes.

◆ Essential Questions: ◆
Foodservice Trends

1. What are several foods common in America which originated in another country or culture?
2. What are some health conditions that may require special diets?

◆ Essential Questions: ◆
Lodging Trends

1. What kinds of equipment should be available for use by business travelers who wish to conduct meetings at a hotel?
2. What are some examples of guest information that may be recorded and tracked by computer?

LODGING TRENDS

During the last two decades of the twentieth century, many new mid-level and economy level hotels were built. The demand for luxury hotels during that time decreased and is predicted to decline into the future. Demand was highest for mid-level and economy lodging. Because so many facilities currently exist in those markets, competition for those guests will be stiff.

Because of factors mentioned earlier, there also continues to be a greater demand for business meeting facilities. Hotels fill this need by either providing complimentary meeting rooms for guest use, or by offering rooms or suites suitable for hosting small meetings. These meeting rooms are wired and equipped for commonly used business technology such as modem lines, multiple line telephones, and computer equipment.

Lodging establishments are using computer-managed information to specifically target markets and guest services. Guest habits and preferences are tracked and used to develop customized services for each individual guest. Guests are recognized by variables and categories with marketing approaches tailored to each group. For example, business travelers can receive information about business services available at a hotel, while leisure travelers can receive information about tourist attractions or events nearby.

GUEST CONCERNS

Another path to a successful future is to anticipate the concerns of guests and find ways to address those concerns. Some growing concerns in the hospitality industry are communicable illnesses, sanitation, environmental issues, and privacy.

Sanitation

By the middle of the twentieth century, antiseptics were widely available and vaccines were developed for most major infectious diseases known at that time. As America entered the last quarter of the century, most people felt fairly safe from the threat of major infectious illnesses, such as tuberculosis and polio. In the mid 1980s and 1990s, many infectious illnesses began making a comeback and many new illnesses, like HIV and the Ebola virus, were discovered.

At the same time, foodborne illness was becoming more of a problem causing not only illness but death, as in the case of several E. Coli outbreaks. Guests expect to have their accommodations clean and sanitary. ***Sanitary*** means that the facility and equipment not

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only look clean, but are sanitized as well. Hotel and foodservice workers in some states are required to test negative for certain communicable diseases, such as tuberculosis and hepatitis. Even workers who have been tested should continue to practice good personal hygiene, such as hand washing, to prevent the spread of illness.

Environmental Issues

The steady increase in the population worldwide puts increasing pressures on the environment. Awareness of the need to conserve resources is growing. The hospitality and tourism industries are seen as being especially heavy users of resources for the following reasons:

- Large amounts of water are used for plumbing, laundry, pools, foodservice, and landscape maintenance.
- Runoff from paved areas and waste water containing cleaning chemicals and detergents are adversely affecting water quality.
- Large amounts of waste is generated due to the use of individually-packaged items and disposable items.
- Land surrounding beaches, lakes, and other natural attractions is being developed by hotels and resorts, diminishing or destroying the wildlife habitat.

Hospitality businesses are not the sole contributors to environmental problems, but they tend to get more blame because they are in the public eye. People can easily see what takes place in and around hospitality facilities but may not be able to see what other, less conspicuous businesses are doing. Because public perception is everything in the hospitality industry, efforts are being made in some cases to actively address environmental concerns. Some businesses make a point of using environmentally-friendly practices and products, such as using low-water native plants in landscaping, or using recycled paper products where feasible. Some are putting the choice of environmental responsibility in the hands of guests. For example, guests may choose to have towels laundered after each use or to hang towels to dry in their rooms for reuse.

Privacy and Personal Safety

Technology makes life and work much easier in many ways, but brings some complications. The use of computer information storage and electronic commerce has led to new types of crimes. Personal financial information can be used to steal money and to identify people who may be vulnerable to break-ins or violent crime. Video technology can be used to violate privacy as in the cases of "peeping toms" using video cameras to look in dressing rooms.

The hospitality facility is especially vulnerable because credit cards are used almost exclusively to pay for services. Credit card numbers are entered into Internet reservations systems to guarantee reservations and are entered into hotel computer systems upon check in. As vulnerability to information theft increases, hospitality businesses must continue to develop and use updated security systems. Hospitality businesses must also find ways to make guests feel their personal safety needs are met. One example is that many hotels now have personal safety tips posted in every guest room.

◆ Essential Questions: ◆
Guest Concerns

1. What are some ways a hotel can protect its guests against bacterial or viral infections?
2. What are some steps to secure guest financial information such as credit card numbers?

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Chapter Highlights

- A trend is a direction or tendency that a significant number of individuals appear to be following. Trends often are determined by looking at changes over a period of time.

- Some trends that will affect the hospitality industry in the coming years are the aging of the American population, changes in income, and changes in families.

- Discretionary income is the part of a family's or individual's income that is left after all taxes, bills, and necessary expenses have been paid. Because of the increase in discretionary income, leisure travel is more accessible and more popular than ever. Air travel, which several years ago was out of reach financially for the average person, is now a common mode of travel.

- Increasingly, individuals and families are using vacations as a time to learn a new skill or to have "once-in-a-lifetime" adventures. Some examples of adventure tourism include guided whitewater rafting trips, camera safaris, trips to exotic or dangerous places, such as to the mouth of a volcano.

- Ecotourism is a fast-growing segment in the hospitality industry that includes learning about nature and the environment and possibly even working on projects to improve or preserve the environment. For example, some organizations provide month-long trips where participants camp, hike, and work in national parks.

- Today, individuals are more aware of the relationship between food and health and increasingly expect to be accommodated by foodservice establishments. Food allergies, medically-prescribed diets, vegetarianism, and healthy food choices are considered when planning menus and cooking methods.

- Guests are recognized by variables and categories with marketing approaches tailored to each group. For example, business travelers can receive information about business services available at a hotel, while leisure travelers can receive information about tourist attractions or events nearby.

- Another path to a successful future is to anticipate the concerns of guests and finds ways to address those concerns. Some growing concerns in the hospitality industry are communicable illnesses, sanitation, environmental issues, and privacy.

Chapter 4

Technology in the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skill is discussed in this chapter:

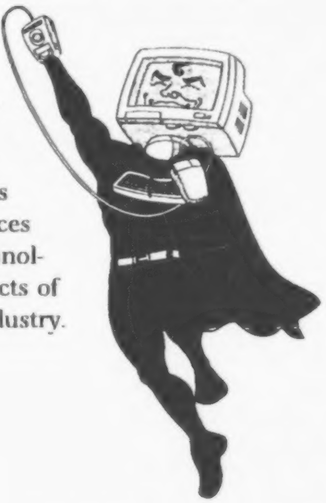
1F Describe the impact of technological innovations on the hospitality industry.

Chapter Vocabulary

confirmation number
cook-chill
data port
EFT
frequent flyer
modem
technology
touch screen

TECHNOLOGY HAS CHANGED THE FACE OF THE HOSPITALITY INDUSTRY

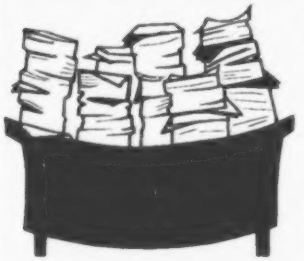
Technology has many meanings related to computer systems used in operating a business. The hospitality industry definition for ***technology*** refers to the process of converting raw materials into a service. The hospitality industry produces a comfortable safe room or a pleasant dining experience for travelers. Technological innovations in the hospitality industry affect the guests directly because often the guests are using the technology. The use of technology greatly impacts the guest experience, the employee's job satisfaction, and the manager's workload. Evidences of innovative technology cross all aspects of the hospitality industry.



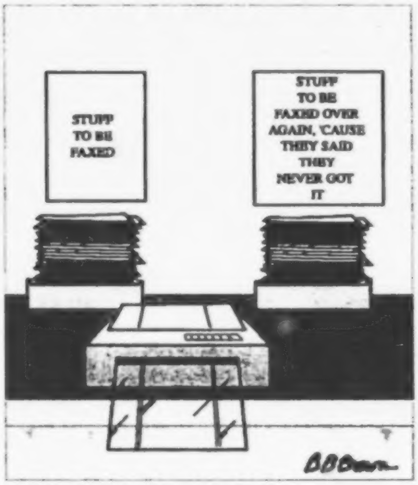
TECHNOLOGICAL INNOVATIONS: THE GUEST'S PERSPECTIVE

In 1970, if a traveler wanted to make travel and hotel arrangements without using a travel agent, many long distance telephone calls had to be made. The traveler had to call the airline to make reservations and then go to the airport to purchase the ticket. If a car was rented upon arrival, the traveler had to call the car rental company to make a reservation, then endure long lines and more time doing tedious paperwork to pick up the car.

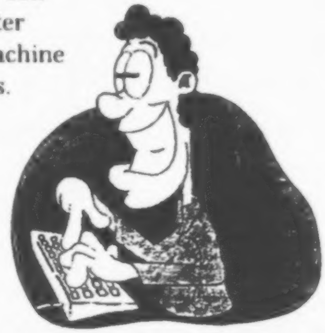
If the hotel was a part of a large chain, it was possible to make a reservation by calling a toll-free number to reach a central reservations office. At the hotel, the guest would again stand in line and complete lengthy paperwork to register and receive a room key. In the room, telephone calls would be routed through a telephone operator and in-room television stations would be either local stations or possibly a few cable stations. Check out would involve returning to the front desk for more paperwork.



Now, a traveler can make all arrangements by logging onto Web sites that provide central reservations for airlines, rental cars, hotels, and even sideline tours. Airline tickets, rental cars, and hotel rooms are guaranteed and paid by credit card numbers given over the Internet or over the telephone. Confirmation numbers are used for express check-in systems at airports, car rental desks, and hotels. A ***confirmation number*** is a code or serial number for the reservation. The traveler may enter a code or number in the reservations system that links them with special programs such as ***frequent flyer*** programs or "VIP" club memberships. These programs allow travelers to accumulate credits that are exchanged for free trips, or provide upgraded services to members, such as special amenities in hotel rooms. If guests are repeat visitors to a particular hotel, the hotel has information about their preferences on file so they will always get the accommodations and services that they desire.


STUFF TO BE FAXED
STUFF TO BE FAXED OVER AGAIN, 'CAUSE THEY SAID THEY NEVER GOT IT

Computerized check-in and check-out systems simplify information management and cuts paperwork to a minimum. Instead of a key, the guest receives a magnetically-coded key card. In rooms, telephone calls are routed and tracked by a computerized telephone system, and televisions are controlled by computerized satellite systems that offer numerous channels and pay-per-view shows. The charges for purchased shows are tracked by the same system and fed into the central billing system. The room likely has at least one ***data port*** for connecting a computer modem or fax machine to telephone lines. A ***modem*** is a device built into a computer that allows the computer to communicate over telephone



lines. Some hotels are equipped to allow guests to retrieve bills, E-mail messages, and connect to the Internet via the telephone or television. On the day of check-out, the guest finds a final bill that has been slipped under the door. The guest reviews the charges, and if all are correct, the guest simply leaves the key card in the room, or places it in a lobby drop box and vacates the room.

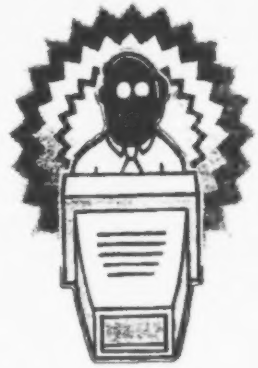
◆ Essential Questions: ◆
Technological Innovations:
The Guest's Perspective

1. How has technology made life easier for hotel guests?
2. What other aspects of a guest's experience could be improved with technology?

TECHNOLOGICAL INNOVATIONS: THE EMPLOYEE'S PERSPECTIVE

In 1970, there were many more clerical jobs available in hospitality services. Many people were needed to process and organize all of the paperwork, financial transactions, and recording of information involved in each step of the business. Employees arrived at work, found their time card, and punched in on a time clock. At the end of the pay period, all of the time cards were gathered and processed by the payroll department. At least a week elapsed before paychecks were distributed to allow time for the time card information to be tabulated and recorded. Hospitality employees obtained room and occupancy status information from the front desk. Employees needing guest room access were issued a master key at the beginning of each shift and required to turn it in at the end of the shift.

Foodservice employees received a packet of numbered guest tickets at the beginning of each shift and were responsible for accounting for each ticket used during the shift. Guest orders were written on the tickets and the tickets were posted on a rack in the kitchen so the order could be prepared. The ticket then accompanied the completed order. At some point, the waiter wrote in the prices of each item, added the total cost, calculated the sales tax, and figured the grand total of the ticket. If the guest paid by credit card, a credit card slip was imprinted and filled out.



Computerized systems greatly reduce the amount of paper to be managed. Many jobs have been streamlined or replaced by computers. Employees usually clock in by entering an employee identification number on a computer. The information goes directly into a payroll management system that, at the end of the pay period, calculates and prints paychecks. If employees choose, they may have their pay deposited through electronic funds transfer ***(EFT)*** into their bank account instead of being paid by check. Hospitality employees check room and occupancy status on a computer terminal that updates constantly, or they receive a task list generated by a computer-based management system. Employees needing access to guestrooms receive a master key card with a code that expires and becomes unusable at the end of their shift.

Today, foodservice employees enter orders on a touch screen computer terminal or carry a handheld computer that transmits orders into a central computer system. On a

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touch screen computer, information is entered into the computer by touching buttons that appear on the screen instead of using a separate keyboard. The order prints out on a printer or appears on a terminal in the kitchen. The order information is also used to keep running totals on supplies used for inventory and purchasing purposes. When the guest requests a check, the waiter prints a totaled check from the computer to present to the guest. The cashier uses an order number on the check to pull up the computer record of the order. If the customer is paying by credit card, the card information is entered by swiping the card through a card reader. The register prints out a slip to be signed by the guest and then the slip is placed in the cash drawer.

◆ *Essential Questions:* ◆
Technological Innovations:
The Employee's Perspective

1. How has technology affected the way service-level employees do their jobs?
2. How will technology be used to assist hospitality employees in various areas in the future?

TECHNOLOGICAL INNOVATIONS: THE LODGING MANAGER'S PERSPECTIVE

Due to technological advancements, a lodging manager now spends more time actively managing the facility and less time gathering and interpreting information. In the past, reports, work schedules, inventory, equipment management, audits, and paperwork typically consumed most of a manager's time. Today, computerized management systems streamline all tasks and enhance their accuracy. The best management systems link all major tasks within a business. Patterns of business are more accurately predicted and staffing scheduled accordingly. Managers carry cellular telephones or pagers with text messages to stay in constant contact with the various departments at all times.

Sales, catering, and event managers use information technology to coordinate their work as well. Scheduling for conferences, meeting rooms, blocks of guestrooms, and catering events are coordinated on one central computerized system. New bookings are entered and immediately posted to the schedule to prevent conflicts and maximize rental space.

The lodging management staff has access to information about guests that assists them in measuring the effectiveness of various marketing techniques and helps guide new marketing efforts. Information about room rates, yield management, and peak occupancy helps managers and the reservation department make decisions that maximize profitability.

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◆ ***Essential Questions:*** ◆

Technological Innovations: The Lodging Manager's Perspective

1. How does information about guest's purchasing habits help hospitality businesses tailor services to their customers?

2. In what ways do each of the following managers use technology in their daily work? Name at least one way for each position.
   - general manager
   - purchasing manager
   - security director
   - chief engineer
   - executive housekeeper
   - director of marketing and sales

TECHNOLOGICAL INNOVATIONS: THE FOODSERVICE MANAGER'S PERSPECTIVE

The greatest impact of technology in the foodservice area of the hospitality industry is in information management. Standardized recipes are stored on a database that scales the recipes for the desired quantities, generates lists of ingredients to be purchased, and analyzes recipes for nutritional content. The manager then uses on-line purchasing systems to place orders with purveyors. Shipments are tracked on-line so that their time of arrival may be anticipated.

Ordering and payments are linked in restaurants so "walked checks," or bills that guests have failed to pay, can be tracked. Computerized ordering systems allow managers to determine how long customers are waiting from the time orders are taken to the time the food is delivered to the table. The amount of sales per employee is checked to see which employee is generating the best sales figures. At the end of each day, computer systems generate reports and streamline detailed bookkeeping tasks.

In the kitchen, advanced technology has led to new processes and equipment to improve foodservice operations. Most technological advances in equipment consist of improving existing equipment. For example, electronic timers and temperature probes on heating equipment reduce the chance for human error. Some processes have made it possible to do more preparation in advance of busy peak periods and still maintain high food quality. One example of this is the use of ***cook-chill*** production where food is prepared completely, then quick-chilled and held at a constant temperature just above freezing. Food can then be reheated and served when it is ordered. Food prepared and stored in this way has superior quality to frozen foods or foods stored under traditional refrigeration.

◆ ***Essential Questions:*** ◆

Technological Innovations: The Foodservice Manager's Perspective

1. How has technology improved foodservice?

2. Why are computer-based ordering systems more efficient than handwritten ordering?

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Chapter Highlights

- The hospitality industry definition for technology refers to the process of converting raw materials into a service.

- Computerized check-in and check-out systems simplify information management and cuts paperwork to a minimum. Instead of a key, the guest receives a magnetically-coded key card. In rooms, telephone calls are routed and tracked by a computerized telephone system, and televisions are controlled by computerized satellite systems that offer numerous channels and pay-per-view shows.

- Computerized systems greatly reduce the amount of paper to be managed. Many jobs have been streamlined or replaced by computers. Employees usually clock in by entering an employee identification number on a computer. The information goes directly into a payroll management system that, at the end of the pay period, calculates and prints paychecks. If employees choose, they may have their pay deposited through electronic funds transfer (EFT) into their bank account instead of being paid by check.

- Due to technological advancements, a lodging manager now spends more time actively managing the facility and less time gathering and interpreting information. In the past, reports, work schedules, inventory, equipment management, audits, and paperwork typically consumed most of a manager's time. Today, computerized management systems streamline all tasks and enhance their accuracy.

- The lodging management staff has access to information about guests that assists them in measuring the effectiveness of various marketing techniques and helps guide new marketing efforts. Information about room rates, yield management, and peak occupancy helps managers and the reservation department make decisions that maximize profitability.

- The greatest impact of technology in the foodservice area of the hospitality industry is in information management. Standardized recipes are stored on a database that scales the recipes for the desired quantities, generates lists of ingredients to be purchased, and analyzes recipes for nutritional content.

- In the kitchen, advanced technology has led to new processes and equipment to improve foodservice operations. Most technological advances in equipment consist of improving existing equipment. For example, electronic timers and temperature probes on heating equipment reduce the chance for human error.

Chapter 5

Careers in the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

16A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.

16B Demonstrate effective methods to secure, maintain, and terminate employment.

16C Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.

16D Evaluate the relationship of good physical and mental health to job success and achievement.

16E Demonstrate appropriate grooming and appearance for the workplace.

16F Demonstrate appropriate business and personal etiquette in the workplace.

16G Exhibit productive work habits and attitudes.

17A Determine preparation requirements for various levels of employment in a variety of careers in the hospitality services industry.

17B Analyze the future employment outlook in the hospitality services industry.

17C Describe entrepreneurial opportunities in the hospitality services industry.

17F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.

Chapter Vocabulary

- artistic abilities
- back of the house
- clerical abilities
- communication
- co-worker
- entrepreneur
- entry level
- etiquette
- evaluations
- flexible
- front of the house
- gracious
- hourly employees
- impartial
- manipulative abilities
- networking
- observant
- on call
- on-the-jobtraining
- professional
- salaried employees
- self-confident
- social abilities
- tolerant
- versatile

The hospitality industry encompasses a wide variety of businesses, from bed and breakfasts to huge resort complexes, and from a lobby kiosk selling cappuccino to the finest full-service fine dining restaurants. Within this diversity are opportunities to fit almost anyone seeking a career in the hospitality industry.

THE NATURE OF THE WORK

A hospitality career is a demanding, fast-paced career. Each day presents new and different challenges. The very essence of the field is providing for guest needs twenty-four hours a day, three hundred sixty-five days a year. Hotels are always open and serving guests involves around-the-clock staffing. Consequently, work hours for hospitality employees are seldom the "regular" work hours of eight a.m. to five p.m., Monday through Friday. The less-skilled positions in the industry are usually held by ***hourly employees***, those paid by the hour. The hourly positions tend to have more predictable schedules with set hours. Management and ***salaried employees*** are those who are paid a set amount of money per year regardless of the number of hours worked. They typically work a minimum of 60-70 hours per week. Even when managers leave the hotel, they are still on call in case of an emergency or crisis. ***On call*** means that the employee must be reachable at all times by telephone or pager.

Hospitality Careers Are Different

The hospitality industry is somewhat different from other industries. Instead of producing a tangible product, the hospitality industry offers service and experience as its product. In a manufacturing environment, if a product is flawed, production is stopped and the problem or defect is corrected. In hospitality services, the ongoing product is service that cannot be stopped to address a problem. Therefore, career positions in the hospitality industry are sometimes very challenging.

Other differences are linked to the number of hours required to serve guests and the requirement to work on all major holidays. Often having a career in the hospitality industry means that individuals take days off during the traditional work week instead of the weekend.

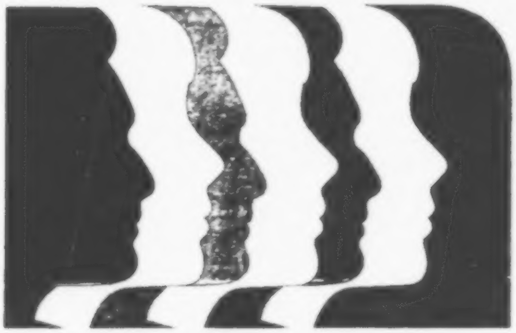
Most career positions in hospitality facilities require constant interaction with guests or other employees. Providing consistently good guest service requires patience, a high energy level, and an ability to display a positive attitude. Employees must be pleasant and helpful to guests, no matter how irate or abusive a guest may become. Interruptions of work are to be expected as a regular occurrence. The pace of work varies from slow to very hectic. Employees must have the ability to juggle several tasks at once and still smile and be pleasant.

Career advancement in hospitality often requires relocating to another city, state, or country. The fastest way to advance in hospitality is to be willing to go where the jobs are. People who are bound to one location may still advance, but much more slowly and possibly not as high as those willing to relocate.

Labor forecasts project that 90% of the United States labor force is expected to be employed in some type of service industry. Those individuals interested in careers in the hospitality industry need technical skills, but also must be people oriented. Networking within the industry is helpful when an individual is seeking a professional position. ***Networking*** is a process of meeting with and gathering information from professionals in the industry. Table 5.1 shows examples of entry-level, technical, and professional career opportunities in the hospitality industry.

◆ ***Essential Questions:*** ◆
The Nature of the Work

1. What are desirable personality traits for someone seeking a career in the hospitality?
2. Of all of the aspects of hospitality employment, which do you find the most appealing? Why?
3. Which aspects do you find least appealing?



CAREER OPPORTUNITIES IN LODGING

Employment positions in lodging are classified into two categories: front of the house or back of the house. In each area there is a variety of jobs with varying employment requirements and wage levels. Service jobs, or ***entry-level*** jobs, generally require little or no experience or training and are paid on an hourly basis. High school students interested in a career in the lodging sector of the hospitality industry often work in an entry-level position to gain experience and explore the many different positions within a hotel. Management jobs require extensive training, experience, or a combination of experience and training. People in management jobs are usually paid a monthly salary.

The number and types of jobs depend on the size and type of the establishment. Small, independently-owned hotels have very few employees, while large, full-service hotels have a large staff that work in a variety of positions. Figure 5.1 shows an organizational chart for a large hotel.

Front of the House. ***Front of the house*** refers to the departments that are seen by guests. Front of the house includes management, service, front office, accounting, credit, security, human resources, sales, and reservations departments. Employees in these positions have contact with the public, so they must be alert, personable, and well-groomed.

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Career Concentration: Hospitality

Examples of Family and Consumer Sciences Career Opportunities

ENTRY
High School Diploma

- Bellperson
- Busser
- Cashier
- Checker/Inspector
- Counter Attendant
- Dining Room Attendant
- Dishwasher
- File Clerk
- Food Expediter
- Front Desk Agent
- Guest Services Agent
- Host/Hostess/Greeter
- Kitchen Assistant
- Laundry Attendant
- Lodging Facilities Attendant
- Mail and Information Agent
- Pastry Cook
- Reservations Agent
- Room Attendant/Housekeeper
- Room Service Order Taker
- Room Service Server
- Secretary
- Short Order Cook/Prep Cook
- Steward
- Supply Clerk
- Telephone/PBX Operator
- Waitperson/Server

TECHNICAL
Postsecondary Education

- Assistant Banquet Manager
- Assistant Food and Beverage Manager
- Assistant Housekeeper
- Assistant Housekeeping Manager
- Assistant Human Resources Director
- Assistant Rooms Manager
- Baker/Chef/Cook
- Bell Captain
- Benefits Administrator
- Concierge
- Dining Room Manager
- Employee Relations Manager
- Employment Manager
- Executive Assistant Manager
- Executive Housekeeper
- Executive Steward
- Foodservice/Banquet and Restaurant Managers
- Guest Service Manager
- Head Waitperson
- Host/Hostess/Greeter
- Housekeeping Manager
- Human Resources Generalist
- Reservations Supervisor
- Sales Representative
- Social Director
- Speciality Cook
- Teacher's Assistant

PROFESSIONAL
College / University Graduate

- Catering Manager
- Controller/Auditor
- Convention Coordinator
- Convention Services Manager/Director
- Corporate Manager
- Director of Catering
- Director of Sales and Marketing
- Executive Chef
- Executive Housekeeper
- Exposition Manager
- Family and Consumer Sciences Educator
- Family and Consumer Sciences Extension Agent
- Food and Beverage Controller
- Food and Beverage Director
- Food and Beverage Manager
- Foodservice Director
- Front Office Manager
- General Manager
- Human Resources Director
- Lodging Manager
- Nutritionist
- Public Relations Director
- Purchasing Agent
- Resident Manager
- Restaurant Manager
- Rooms Division Manager/Director
- Visitors and Convention Bureau Director

⇨ *Table 5.1*

Front of the House Service Positions
- bell staff
- cashier
- credit clerk
- desk clerk
- door attendant
- front office clerk
- parking attendant
- reservations agent
- secretary
- security guard

Front of the House Management Positions
- auditor
- bell captain
- concierge
- convention sales manager
- credit manager
- front office manager
- front desk manager
- general manager
- human resources director
- sales manager

Back of the House. ***Back of the house*** refers to departments that are usually not seen by guests. Back of the house includes housekeeping and engineering. Employees in this area do not have regular or frequent interactions with guests, but still must be able to represent the hotel when interactions with guests do occur.

Back of the House Service Positions
- grounds attendant
- laundry attendant
- maintenance worker
- public area housekeeper
- room attendant

Back of the House Management Positions
- engineering supervisor
- executive housekeeper
- skilled maintenance workers, such as electrician or plumber

◆ ***Essential Questions:*** ◆
Career Opportunities In Lodging

1. What is the difference between front of the house and back of the house positions?
2. What is the difference between service and management jobs?
3. What is networking and how can it help individuals learn about careers in the hospitality industry?

CAREER OPPORTUNITIES IN FOOD AND BEVERAGE OPERATIONS

Like lodging jobs, food and beverage positions also are divided by front of the house, back of the house, service, or management jobs. Many job titles are the same whether the foodservice outlet is freestanding, or a part of a hotel. However, most hotel foodservice operations have additional jobs that are unique to catering and banquet service. The number and types of jobs depend on the size of the foodservice operation, the number and type of menu items offered, and the type of service offered.

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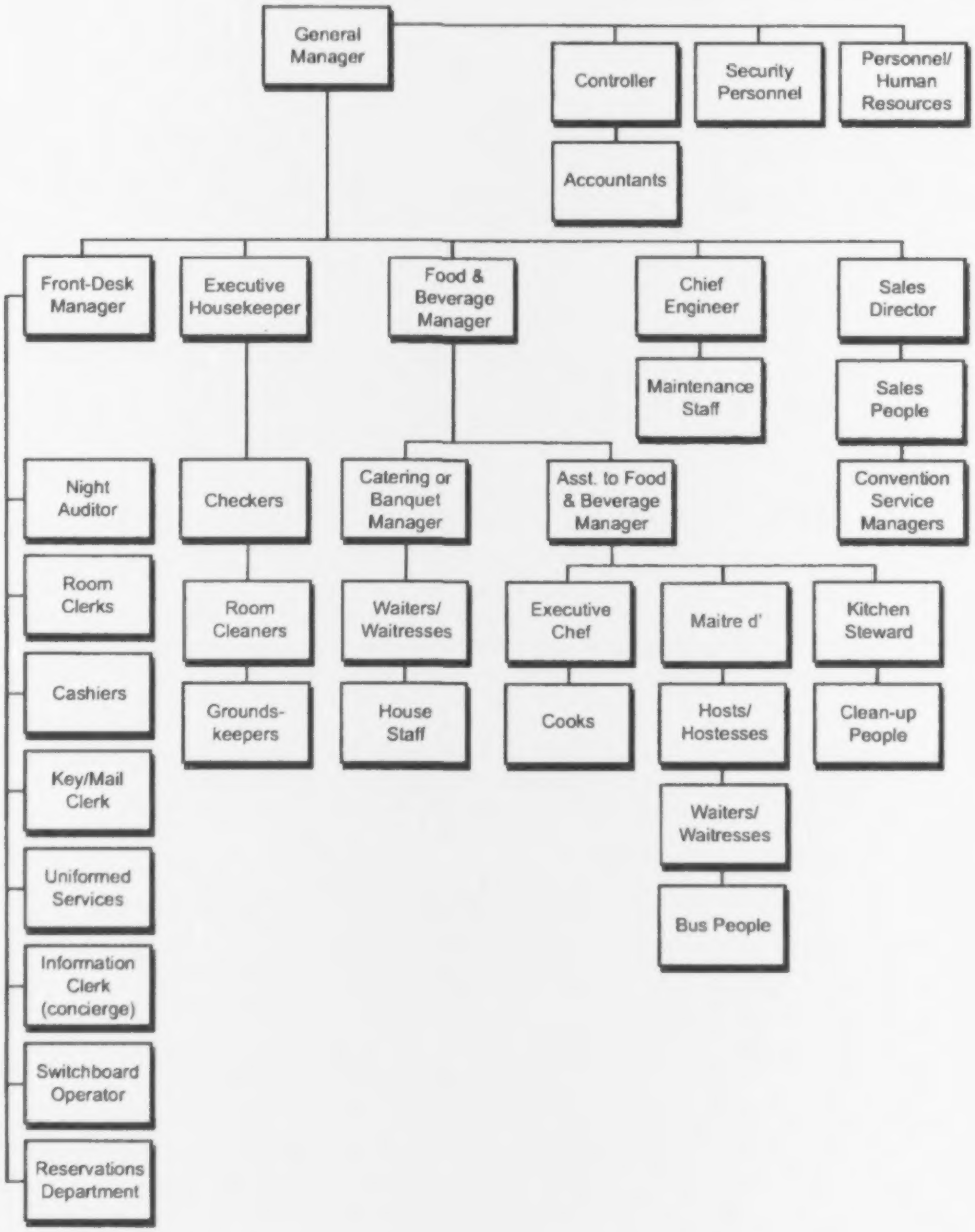
Organizational Chart for a Large Hotel


General Manager
Controller
Security Personnel
Personnel/ Human Resources
Accountants
Front-Desk Manager
Executive Housekeeper
Food & Beverage Manager
Chief Engineer
Sales Director
Maintenance Staff
Sales People
Night Auditor
Checkers
Catering or Banquet Manager
Asst. to Food & Beverage Manager
Convention Service Managers
Room Clerks
Room Cleaners
Waiters/ Waitresses
Executive Chef
Maitre d'
Kitchen Steward
Cashiers
Grounds-keepers
House Staff
Cooks
Hosts/ Hostesses
Clean-up People
Key/Mail Clerk
Waiters/ Waitresses
Uniformed Services
Bus People
Information Clerk (concierge)
Switchboard Operator
Reservations Department

➪ *Figure 5.1*

Front of the House. Front of the house foodservice areas include dining rooms, banquet halls, snack counters, and beverage outlets, such as coffeehouses and bars. Employees who work in these areas must have a neat appearance and personal skills necessary to present a positive image to guests, as they are constantly in the public eye.

Front of the House Foodservice Positions
- banquet wait staff
- bartender
- cashier
- counter attendant
- dining room attendant
- host or hostess
- room service wait staff
- servers
- steward

Front of the House Management Positions
- catering or banquet manager
- maître d'hôtel
- restaurant manager or assistant manager

Back of the House. Back of the house in foodservice includes the food preparation areas, food receiving areas, and food storage areas. Tasks in large banquet or catering operations involve changing room arrangements and room decorations. The storage and management of equipment and supplies for banquets are also back of the house functions.

Back of the House Foodservice Positions
- dishwasher
- expeditor
- food preparation staff
- line back
- pantry clerk
- porter or set-up staff
- receiving clerk
- short-order cook

Back of the House Management Positions
- banquet manager (has front and back of the house duties)
- chef-steward
- executive chef
- garde-manger
- purchasing manager

◆ *Essential Questions:* ◆
Career Opportunities in Food and Beverage Operations

1. Beginning with an entry-level job, what would be a realistic career path for someone in foodservice?
2. Which entry-level positions would be important experience for each of the management positions listed?
3. How does training and experience affect opportunities later? Why?

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ENTREPRENEURIAL OPPORTUNITIES IN HOSPITALITY

The hospitality industry offers great opportunities for entrepreneurs. An ***entrepreneur*** is someone who organizes, manages, and assumes the risks of a new business. In the late 90s, the Department of Commerce reported that sixty percent of all hotels and lodging establishments were small facilities employing fewer than ten employees. Many of these small hospitality businesses are independently-owned hotels, motels, inns, and bed-and-breakfasts.

Entrepreneurs may choose to design every element of their new hospitality facility including name, logo, advertising, décor, menus, and management structure. However, purchasing a franchise may be preferable for an entrepreneur who would like more support and guidance in managing his or her business.

A hospitality entrepreneur usually starts out small. For example, entrepreneurs may open a part of the family home as a bed-and-breakfast. A venture such as this involves lower start-up costs and lower levels of experience and training. Larger ventures, such as purchasing or building a hotel, likely involve using bank loans to finance start-up. Larger ventures also require much more planning, organization, business management training, or experience. Entrepreneurs planning to begin on a larger scale should gain experience or education in the hospitality industry before launching their own business.

◆ Essential Questions: ◆
Entrepreneurial Opportunities in Hospitality

1. What are some positive and negative aspects of becoming an entrepreneur?
2. What are some advantages and disadvantages to purchasing an established franchise to start a new business?

PREPARING FOR A HOSPITALITY CAREER

Hospitality is one of the few fields remaining where someone can start at the bottom and with hard work and perseverance, work their way up the ranks to the management level. A recurrent pattern in hospitality is for someone to start working in a service-level job as a high school or college student, then with more education and experience, eventually become a hospitality executive.

Many service-level jobs require no prior experience or training. For these jobs, a person needs to be willing to learn as they work. This type of training is called ***on-the-job training***. Jobs of this type are usually entry-level and readily available. Starting wages are typically minimum wage.

While it is possible to get promoted to higher position based on work experience alone, training and education enhance career advancement. Training can occur through apprenticeships, internships, job-site training, continuing education, or independent study. Some professional associations offer independent study modules in which the participant earns certificates or credits. Others offer courses and exams leading to certifications,

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such as the Certified Executive Housekeeper designation offered by the International Executive Housekeepers Association.

Training in the area of hospitality services is offered at the high school level up to the community college level. The Educational Foundation of the National Restaurant Association is a non-profit organization involved in developing, providing, and promoting training programs for the hospitality industry. The Educational Foundation provides courses, certifications, scholarships, and programs for high school and college students to prepare them for careers in the hospitality industry.

Figure 5.2 shows the type of grants and scholarships offered by the National Restaurant Association Educational Foundation. This organization encourages and supports senior high school students, undergraduates, and hospitality educators who are furthering their education in the restaurant and foodservice industry.

Grants and Scholarships Provided by National Restaurant Association Educational Foundation

- Undergraduate Academic Scholarships for High School Seniors who demonstrate a commitment to hospitality careers.

- Undergraduate Academic Scholarships for College Students enrolled in a hospitality post-secondary program.

- Teacher Work-Study Grants assist hospitality educators who want actual industry experience to enrich their classroom time.

➪ ***Figure 5.2***

Education in hospitality services may begin in high school and continue through college and graduate school. Colleges offer certificates, associate degrees, bachelor degrees, masters degrees, and doctoral degrees in hospitality services. Degrees in related fields also link to hospitality careers, such as:

- food science
- nutrition
- accounting
- business administration
- public relations
- communications
- environmental design

The growing complexity of the hospitality business means that a four-year degree is now preferable for those aspiring to management positions. Persons with advanced degrees in hospitality services and experience working in the field often teach in training programs, colleges, and universities.

Continuing Education

Even individuals well established in their careers are continually updating and expanding knowledge and skills. Continuing education not only helps with career advancement, it also helps individuals perform better everyday. Continuing education includes reading trade publications, attending seminars, participating in workshops, or taking formal courses. Large companies and franchise operations frequently offer continuing education opportunities.

For those employed by smaller businesses, continuing education opportunities are offered through local colleges, agencies such as the Small Business Administration or the Extension Service, Internet-based courses, or self-study courses. Continuing education should not be limited to topics directly related to the business, but should include any topic or skill that could be useful now or in the future, such as learning another language or new computer applications. Ambitious workers prepare themselves for the job they want as well as for the job they currently hold.

Begin now exploring the numerous opportunities available in the hospitality industry. Interest in a flexible work schedule, opportunities for advancement, and a fun work environment are factors that make hospitality careers a rewarding career choice for many individuals.

◆ *Essential Questions:* ◆
Preparing for a Hospitality Career

1. Why is a college degree becoming more important to career advancement in hospitality?
2. What are advantages and disadvantages of the following levels of career preparation?
   - on-the-job training only
   - high school or community college training
   - college degree
   - advanced college degree (masters or doctorate)
3. Why is continuing education important to workers at every level?

EMPLOYABILITY SKILLS

Employees need many characteristics and skills to be successful. Employers look for these traits and skills when people apply for jobs. Employers also consider these qualities when evaluating employees after they are hired.

To be successful in any job, a person needs to honestly evaluate personal strengths and weaknesses and then work on areas needing improvement. Personal qualities, interpersonal skills, performance of routine tasks, and specialized skills can all be improved through conscious effort.

Effective Communication Skills

Being able to communicate ideas and understand others are basic skills for dealing successfully with customers, co-workers, and managers in any job. ***Communication*** is the process by which ideas, feelings, and information are shared. In order for communication to occur, a message must be sent and received. Therefore, the sender and receiver are both vital to the communication process. The flow of communication is influenced by various factors including personalities, perceptions, ideas, sensitivities, and communication skills of the sender and receiver.

Verbal and nonverbal communication constantly occurs between people. Each time individuals speak or act; they send a message to others. Facial expressions, appearance, and gestures all send certain messages. In order to communicate what is intended, these messages must be sent in a way that the receiver will understand.

Employers value employees who demonstrate good communication skills. Being successful in a job requires good verbal, nonverbal, and written communication skills. With increased use of computer technology, electronic communication skills are essential for job success.

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Verbal communication includes word messages presented to others in person, through writing, and over the telephone. Verbal communication is the most obvious aspect of communicating with customers. The successful employee projects courtesy, sincerity, honesty, and other positive traits through verbal communication. Developing a broad vocabulary, using an appropriate tone of voice, and using correct grammar are important parts of verbal communication. Knowing when to speak, when to remain quiet, and when to refer problems to other employees are also important. Use of the latest slang terms should be avoided when communicating with customers. It is best for employees to use conservative speech when completing customer transactions.

Telephone Communication. Many hospitality facilities conduct much of their business by telephone. Employees who communicate by telephone with customers have important responsibilities to customer service. Every person calling a business by telephone is a potential customer.

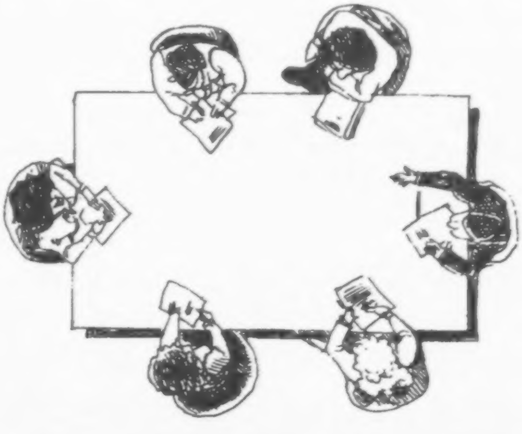
Effective telephone communication skills are needed to secure or maintain employment. Each time an employee answers a business telephone, his or her voice and manner of speaking represent the business. It is important to give the best impression possible to all persons who call. Tone of voice, pronunciation of words, and pitch or intensity of the voice influence effective telephone communications.

It is also important for an employee to be organized and informed when communicating by telephone. Callers expect to receive information quickly and efficiently. Therefore, putting callers on hold for long periods of time is not recommended. Suggestions for telephone usage are included in Figure 5.3.

Communication with Customers in Person. Both verbal and nonverbal forms of communication are important when dealing with customers in person. Nonverbal communication includes facial expressions, posture, movement, hand and arm gestures, sighs, grunts, groans, and overall body language. In order to maintain positive customer relations, it is important for employees to be aware of nonverbal and verbal forms of communication that are most effective in encouraging customer satisfaction. It may be helpful to practice videotaped role-play situations to identify ways to improve communication skills.

When speaking to a customer or co-worker, it is important to use communication skills that make others feel liked and accepted. Use the following basic rules of conversation in order to be a better communicator:

- Avoid talking too fast.
- Do not be afraid of silence.
- Pronounce words clearly.
- Learn to listen to others.
- Avoid total disagreement with customers when they express their opinions.
- Be tolerant of the other person's point of view.
- Avoid monopolizing a conversation by telling every detail of a story.



Suggestions for Telephone Usage

General Guidelines

- Keep important telephone numbers by the telephone. Include numbers for the police, fire department, physician or hospital, emergency service, and personnel of the workplace.
- Become familiar with telephone terms, such as the area code, collect call, and person-to-person call; the local telephone book; and any specific telephone information for the employment situation.
- Keep paper and pencil near the telephone to efficiently record messages, names, and other important information.
- Speak clearly and distinctly. Do not chew gum, candy, or food while using a business telephone.
- Focus attention on the telephone conversation, and avoid unnecessary interruptions.
- Do as follows when it is necessary to leave the line:
  - –Explain why the caller must be put on hold.
  - –Express appreciation for the person's time when returning.
  - –Check with the caller periodically if he or she must wait for several minutes.

Receiving Calls

- Answer the telephone promptly when it rings.
- Follow company policy and the supervisor's instructions regarding how to answer the telephone.
- Record the names of unfamiliar callers.
- Do as follows when taking a message:
  - –Record the caller's full name. To ensure accuracy, ask the caller to spell his or her name.
  - –Ask for the caller's telephone number. Repeat the number to ensure it has been recorded correctly.
- Be courteous to individuals who have reached the wrong number.

Placing Calls

- Plan before placing a call by preparing a list of items to be discussed. Check each item off as it is discussed.
- Identify yourself and the make of the establishment represented.
- Record important points discussed during the conversation.
- Be courteous and apologize when a wrong number is reached.
- Limit personal telephone calls to emergencies and urgent matters.

⇨ ***Figure 5.3***

Listening. Listening is a communication skill that is often overlooked. It is one of the most difficult skills to learn, but it is one of the most important. Messages must be sent as well as received for communication to occur. Therefore, communication fails when a person does not listen to the message sent. The ability to receive a message is as important as the ability to send a message.

Listening is a skill that can improve communication and relationships in every area of life. On the job, listening improves relationships with customers, co-workers, and supervisors.

Listening is not the same as hearing. Both hearing and listening use the ear, but listening involves understanding what is heard. It requires concentration and effort.

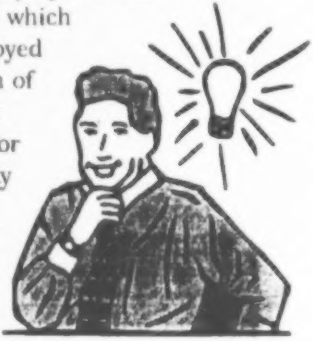
To improve listening ability, concentrate on the speaker instead of planning a reply or thinking about personal matters. Avoid the habit of daydreaming instead of listening. Avoid paying attention to distractions, such as noises and other conversations. Show interest in the speaker through actions such as the following:

- Look at the speaker. Make eye contact.
- Use body language, such as nodding, to show that the message is being understood.
- Occasionally interject such responses as "I see," "How interesting", or "I'll do that right away."
- If something is not understood, ask questions to clarify the message.

Abilities Required in Hospitality Careers

A hospitality industry professional is expected to be flexible and versatile. A ***flexible*** person is one who is adaptable and can adjust easily from one situation to another. A ***versatile*** person has many abilities and talents. These abilities can be placed into four categories: manipulative, artistic, clerical, and social.

Manipulative abilities involve skilled use of the hands and are used in such tasks as preparing food items ***Artistic abilities*** involve combining the elements and principles of design in skillful ways. Example tasks include organizing room set up for a special event, catering and decorating a wedding, or designing a new menu. ***Clerical abilities*** are used in office tasks, such as typing letters, filing banquet contracts and personnel records, answering the telephone, keeping mail logs, removing outdated items from files, addressing mail, and performing food and beverage inventories. ***Social abilities*** include getting along with other people and learning to work well with other employees. The particular area in which a person is employed determines which of these abilities are most important for success. The ability to get along with others is essential regardless of the place of employment.



Being ***professional*** means being skilled, informed, and capable of performing a job. Employees should know the policies of the hospitality establishment and think carefully before speaking. Employees need to recognize that they are always representing the hospitality establishment where they work.

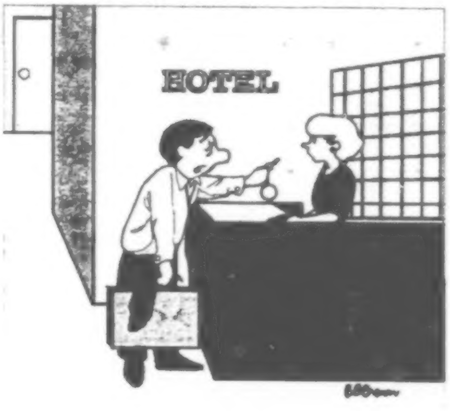
An employee should never fail to attend to a client's needs. Being ***gracious*** means treating people with kindness and courtesy. An employee should stand straight, smile, work efficiently, and be polite.

An employee should avoid allowing a customer to wait to be helped. An ***observant*** person pays careful attention to what is happening in his or her surroundings. Employees should pay attention to each customer and try to see that he or she is assisted promptly.

An employee should try not to take the behavior of clients personally. An employee should remain calm when customers are rude, demanding, grouchy, or unpleasant. A ***tolerant*** person is able to endure problems and accepts that others may have different beliefs or behavior. An employee should be pleasant and do everything possible to correct the situation. As soon as possible, an employee should refer each guest to the appropriate area, manager, or office personnel.

Hospitality industry workers should be ready to work upon arrival. Employees should try to leave troubles at home and not allow personal problems to be displayed to guests or other employees. This indicates a lack of emotional maturity and creates an unpleasant atmosphere. When too sick to work, an employee should stay at home. He or she should call a supervisor early so that a substitute can be found.

An ***impartial*** employee pays equal attention to all customers. Visiting too much with a customer or group may cause other customers to feel that their service is being delayed or neglected. An employee should remember that the customer is the most important person in the hospitality facility. Lost customers result in lost income and a negative reputation for the business.



"The room with a view is very nice, but I would prefer one with a bed."

A ***self-confident*** person is aware of personal strengths. An employee should learn from mistakes but avoid taking them too seriously. Everyone makes mistakes. Learning to accept criticism and corrections from supervisors shows maturity. A good employee tries to be resourceful and find a way to get the job done even under pressure. He or she completes all assigned tasks.

Appropriate Grooming and Appearance

Good grooming and personal appearance are important factors in achieving job success. The way a person looks affects the way others react toward that individual. The way a person looks also affects the way that individual feels about him or herself.

All employees can profit from good grooming and appearance. Make a point to learn the dress code for a specific place of employment, including any rules regarding personal appearance. Observe the clothing and appearance of experienced, successful employees, and use them as examples to follow.

It is especially important for employees who meet the public to pay careful attention to having a fashionable and neat appearance. It is particularly important that employees make a good impression on customers. Use the following guidelines to help develop a positive and pleasing appearance.

- It is especially important to select professional attire when working directly with customers in sales positions.
- Choose sensible clothing that is appropriate for the employment situation.
- Select clothing that fits properly.
- Make needed repairs to clothing on a regular basis.
- Check clothing and general appearance before going to work.
- Select sensible shoes that are clean and in good repair.

- Have hair cut or trimmed on a regular basis in an appropriate style.
- Wash hair as needed to maintain cleanliness and style hair daily.
- If female, apply moderate amounts of makeup to a clean face.
- If male, shave and/or neatly trim beard or mustache.
- Keep hands cleaned and nails well manicured.
- Take a bath or shower daily and use a reliable deodorant.
- Maintain proper posture when sitting, standing, and walking.
- Practice good dental hygiene.
- Make a habit of smiling.

Although many physical traits, such as height and basic body type, cannot be changed, every person can develop a positive and pleasing appearance. Rather than worrying about a trait or aspect of physical appearance that cannot be changed, try to improve those that can. Make a plan for self-improvement by identifying positive traits to develop, and then work to put the plan into practice.

Dress Code. Employees are responsible for knowing the dress code of the business for which they are employed. A dress or skirt and blouse are appropriate for a female employed in the hospitality industry. Black slacks and nice shirts are acceptable for males. Most restaurants and lodging facilities have uniforms issued to employees. Delivery personnel may need to wear jeans or work pants and an appropriate shirt. Clothes should be neat and presentable at all times. Dress codes vary among businesses. A change of clothes should be kept close at hand for emergencies. Personal neatness and absolute cleanliness are especially important.

Business and Personal Etiquette

Etiquette is the set of rules about the proper way to interact with people. It is commonly referred to as "good manners".

Knowing the rules makes a person much more comfortable in any situation, whether it is a personal or business setting. Observing rules of good manners helps a person project a positive image to others, and it makes others feel more comfortable around that person.

Etiquette covers many of the skills and traits that have already been discussed. Some examples of workplace etiquette include the following:

- Be courteous to co-workers, supervisors, and customers. Show respect and consideration for others. This may involve calling persons by their proper title, using "Please", and "Thank you", and respecting the privacy of persons in the workplace. Often, classes are available on business etiquette.
- Learn and practice special rules of etiquette, such as how to make introductions, shake hands, respond to invitations, and write thank-you notes.
- Learn good table manners, and practice them until they become a habit. Many employees have occasion to eat with co-workers or supervisors or to entertain a customer at a meal. In those situations, it is important to be comfortable with rules of meal etiquette.
- Learn and observe rules of conduct that relate to a specific place of employment.
- Recognize the diversity of people in the workplace. People in the workplace typically differ in gender, age, culture, and many other ways. Be respectful of differences. Recognize that people think and react differently depending on the experiences they have had.

Productive Work Habits and Attitudes

A successful employee is one who is productive - who gets the job done. Being a productive employee requires learning special skills for specific tasks. It also requires developing good general work habits and keeping an overall positive attitude.

Positive Work Habits. From the first day on a job, an employee should attempt to set good work habits. Practicing good work habits not only makes the job easier for the employee, but it also impresses the employer. Examples of positive work habits include the following:

- Use equipment carefully. This shows respect for the work environment and promotes safety.
- Be prompt about completing tasks and stay busy at work.
- Show willingness to learn new or more efficient work techniques.
- Show interest and enthusiasm for assigned tasks. This improves the employee's own attitude and results in a better environment for others.
- Avoid letting yourself become bored and easily distracted.
- Become aware of annoying personal habits such as loud laughing, gum chewing, or fingernail biting. Correct any habits that need to be corrected.

Evaluations are discussions between an employee and employer conducted in businesses to discuss an employee's job performance. They can be formal or informal. A formal evaluation may involve a detailed checklist of standards and expectations involving ethics and personal characteristics of an employee. A formal evaluation may be held every six months, once a year, or at some other set time span. An informal evaluation may not follow any set standard. It may include a supervisor's feedback on a particular task assigned to an employee. Evaluations should result in improved performance or in a change of plans.

Salaries and raises are often based on an employee's evaluation. A good evaluation in some businesses may mean that an employee is allowed to keep the job. This is often true after a trial period of employment. Some businesses may have a pay scale and give set pay increases after each positive evaluation. Other businesses may give salary increases when they feel the employee deserves them.

Teamwork and Cooperation. Employers have said that one of the most important traits they want an employee to have is the ability to work with others. A productive team employee is one who cooperates willingly with others - who is an effective team member.

Cooperation involves willingness to listen to other people's views and opinions and to work toward common goals. Employees should learn and follow the policies of their employers. They should be willing to complete all assigned tasks with a positive attitude. Even if personality clashes exist between two employees, it is important for both individuals to set aside petty differences and work together as well as possible. An employee who is willing to cooperate with co-workers and supervisors without insisting on doing things a particular way contributes to a positive, productive work environment for everyone.

Loyalty is a very important attitude to develop. A loyal employee should be concerned with the services provided in the place of employment. Customers should receive the best service and products possible. Everyone must work together to keep things going smoothly. Willingness to follow the rules and policies of the business is part of being loyal to an employer.

It is important for an employee to get acquainted with his or her employer or supervisor and to learn what is expected. The ability to follow directions and accept suggestions and criticism improves job performance. A supervisor's comments are meant to help an employee do a better job, not to hurt feelings. An employer usually has good reasons for expecting tasks to be performed in certain ways. Employees should try to maintain an open mind.

A ***co-worker*** is someone with whom a person works. The ability to get along with others influences success in any job. Employees should have a friendly, sincere manner and a willingness to do their share of the work. Their respect for the knowledge and skill of more experienced employees helps to provide good relationships with co-workers. A person must understand himself or herself before he or she is able to understand others. Employees should be interested in people and should look for something to like in each of them.

One of the most important characteristics to have when working as a member of a hospitality organization is the ability to look for jobs to do when assigned tasks are completed. In this way, employees help other employees have new job experiences and possibly learn new skills. This also assures co-workers that an employee is cooperative.

Flexibility is an important trait in any job, but especially in the hospitality industry. Emergencies and delays can occur which interrupt the usual work schedule. This ability to change activities or thought quickly is part of being flexible. The person who always tries is going to be more successful in reaching a goal. Courage, initiative, and a spirit of adventure are necessary in the hospitality business for attempting both the ordinary and the unusual challenges that may arise.

Accuracy and Initiative. Being accurate means getting the job done without mistakes. It requires paying careful attention to instructions and then following procedures correctly. The accurate employee is attentive to details rather than being careless in work habits. When unsure about what to do, it is smart to ask questions rather than perform a task incorrectly. However, it is important to listen closely so that instructions do not have to be repeated often.

Initiative involves taking the lead to get work done. After completing an assigned task, the productive employee takes the initiative to look for the next task that needs to be done. An employee who always waits around to be told to start the next assignment wastes a lot of time, gives an appearance of laziness, and ends up accomplishing less than someone who shows initiative.

Dependability, Honesty, and Promptness. A supervisor should be able to depend on an employee's performance, honesty, and promptness even when the employee does not feel well. Dependability means consistently following through with tasks and responsibilities. The dependable employee can be counted on to maintain high standards and produce quality work even when working under pressure or when the work seems boring.

Honesty involves maintaining high ethical standards, telling the truth, and handling the employer's possessions and money with care. Dishonesty is a common reason for terminating employment.

Promptness means being on time and completing assigned tasks in a timely manner. The prompt employee arrives at work on time and gets right to work. Whenever an employee is unable to report to work, it is important to call as early as possible.

Absenteeism. Retail stores divide their workloads so that every employee must report to work in order for the operation to run smoothly. Many people depend on an employee's services. These services are needed every day that the employee is scheduled to work. When an employee is absent, someone else must do the person's work.

The supervisor should know the location of all employees during working hours in case of an emergency. An employee should never leave the premises without the supervisor's permission. In the event of an emergency, such as an illness or a death in the family, the employee should notify the supervisor at once that he or she needs to be excused. An excessive number of unexcused absences are cause for dismissal.

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Self-control. There are times in any job situation when problems occur and it may be difficult to remain calm. However, a successful employee keeps his or her temper under control and avoids unpleasant confrontations with customers, other employees, and supervisors. The following suggestions help a person maintain calm and controlled:

- Consciously work to maintain a pleasant disposition.
- Pause to think before speaking or taking rash actions.
- Learn to remain calm in difficult situations.
- Work hard to perform well and obtain the respect of supervisors and co-workers.
- Learn to accept constructive criticism and remain friendly.

Positive Attitude. Attitude can be defined as the way a person thinks and feels which influences the way that person acts. A positive work attitude involves thinking about work in a favorable manner. A person who demonstrates a positive attitude can more easily secure and keep a job.

A positive attitude toward the employer, other employees, and the job benefits everyone involved. It helps a person deliver high quality performance and makes the job more enjoyable. Also, demonstrating a positive attitude is contagious. It makes others feel better about themselves and the workplace, and it promotes a positive impression of the employee who displays the positive attitude.

Ways that a positive attitude may be demonstrated include the following:

- Show enthusiasm for the tasks you perform.
- Demonstrate a willingness to learn and improve.
- Demonstrate loyalty to your employer.
- Speak positively about people with whom you work. Avoid gossiping or making negative comments about other employees or supervisors.

Physical and Mental Health. An employee's physical and mental health directly impacts job success. Being productive at work requires energy and concentration, which are products of good health. Good health also contributes to a positive attitude.

Although a person cannot control all factors that impact health, there are many things a person can do to be healthy. A good diet, regular exercise, and the proper amount of rest all contribute to good health. It is also important to learn how to balance one's activities and manage stress.

The characteristics discussed in this section are those individuals need for job success. A summary of these characteristics is shown in Figure 5.4.

◆ *Essential Questions:* ◆
Employability Skills

1. What factors influence the flow of communication?

with good communication skills?

3. What is nonverbal communication?

4. What is the difference between listening and hearing?

5. Why is grooming and appearance important for employees in hospitality careers?

6. Why is teamwork important in the workplace?

7. What is honesty?

8. How do employees demonstrate a positive attitude?

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Characteristics That Contribute to Success

Appearance

- Start each day with a smile.
- Check appearance before going to work.
- Check clothing for rips, missing buttons, and sagging hems.
- Check the hem in pants or skirt. It should be an appropriate length.
- Make sure clothes fit properly without being too tight.
- Make sure hair is clean and neatly arranged.
- Make sure hair is cut appropriately.
- Females should apply their makeup correctly and in moderation on a clean face.
- Males should be clean shaven or have neatly trimmed beards or mustaches.
- Have clean teeth and fresh breath.
- Have clean hands and neatly manicured nails.
- Remove nail polish when it begins to chip.
- Take a daily bath and use a reliable deodorant.
- Make sure shoes are sensible, clean, and in good repair.
- Maintain proper posture when standing, walking, or sitting.
- Avoid wearing too much cologne or perfume.

Voice

- Speak in a pleasant manner without being loud.
- Have a reasonable command of the English language.

Cooperation

- Be willing to cooperate with co-workers and supervisors without insisting on doing things a particular way.
- Be willing to try to work with someone even though it is difficult.
- Know and obey the rules and policies of the place of employment.
- Be willing to do any job assigned.
- Be willing to do jobs or routine tasks that were not originally assigned.

Work Habits

- Handle and use equipment carefully.
- Work efficiently. Do not waste time.
- Accept and practice new or more efficient techniques.
- Show an interest and enthusiasm in what has been assigned without getting bored and distracted easily.
- Make sure work meets the standards of the business.

Accuracy

- Follow directions without having them repeated.
- Complete jobs on time.
- Be able to work well without constant supervision.
- Ask for assistance or clarification when needed.

➪ ***Figure 5.4***

Characteristics That Contribute to Success

Courtesy

- Be courteous and polite to fellow employees and supervisors.
- Be courteous and polite to customers.
- Respect the desires, interests, and opinions of fellow workers.

Dependability

- Be dependable even when you may not feel well.
- Be loyal to your employer without complaining to co-workers.
- Make sure an employer can depend on your honesty.
- Be able to work under pressure without becoming nervous, irritable, inefficient, or upset.
- Maintain high standards while doing boring work.

Health

- Maintain good physical health.
- Eat properly and get plenty of rest to avoid dragging on the job.
- Practice good posture.
- Maintain normal weight.

Initiative

- Be able to see what needs to be done without being told.
- Show leadership when in charge, without being bossy.

Promptness

- Be on the job regularly.
- Be on time and ready to begin work right away.
- Call as early as possible when unable to go to work.

Self-control

- Keep temper under control. Do not talk back to the boss.
- Keep your disposition pleasant at all times.
- Try to obtain the friendship and respect of the supervisor and co-workers.
- Accept criticism and remain friendly.

Attitude

- Think about your work in a favorable manner. It is very important in order to get and keep a job.
- Show enthusiasm and a willingness to learn.
- Maintain respectful attitudes toward employer, co-workers, and job.
- Realize the need for a good attitude to achieve job success.
- Give the job your undivided attention and best efforts.
- Bring to work a genuine interest, positive attitude, and good physical health.
- Strive to achieve high quality performance.
- Realize you must work hard in order to be successful.

⇨ ***Figure 5.4 Cont'd***

Chapter Highlights

- The hospitality industry encompasses a wide variety of businesses, from bed and breakfasts to huge resort complexes, and from a lobby kiosk selling cappuccino to the finest full-service fine dining restaurants.
- Hotels are always open and serving guests involves around-the-clock staffing. Consequently, work hours for hospitality employees are seldom the "regular" work hours of eight a.m. to five p.m., Monday through Friday.
- The hospitality industry is somewhat different from other industries. Instead of producing a tangible product, the hospitality industry offers service and experience as its product.
- Most career positions in hospitality facilities require constant interaction with guests or other employees. Providing consistently good guest service requires patience, a high energy level, and an ability to display a positive attitude.
- Career advancement in hospitality often requires relocating to another city, state, or country. The fastest way to advance in hospitality is to be willing to go where the jobs are.
- Training can occur through apprenticeships, internships, job-site training, continuing education, or independent study. Some professional associations offer independent study modules in which the participant earns certificates or credits.
- Being successful in a job requires good verbal, nonverbal, and written communication skills. With increased use of computer technology, electronic communication skills are essential for job success.
- Both verbal and nonverbal forms of communication are important when dealing with customers in person. Nonverbal communication includes facial expressions, posture, movement, hand and arm gestures, sighs, grunts, groans, and overall body language.
- Listening is a communication skill that is often overlooked. It is one of the most difficult skills to learn, but it is one of the most important.
- Employers have said that one of the most important traits they want an employee to have is the ability to work with others. A productive team employee is one who cooperates willingly with others – who is an effective team member.

Chapter 6

Professional Organizations & Associations

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Summarize the roles and services of professional organizations serving the hospitality industry.

17F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.

Chapter Vocabulary

- American Culinary Foundation (ACF)
- American Hotel and Lodging Association (AH&LA)
- code of ethics
- Council on Hotel, Restaurant, and Institutional Education (CHRIE)
- Hospitality Sales and Marketing Association International
- International Food Service Executives Association
- National Restaurant Association (NRA)
- professional organization
- standards

Professional organizations are not just for professionals. Professional organizations and associations provide benefits to professionals, students, and others interested in supporting or learning more about a profession or industry. Most professions have some type of professional organization or association. The hospitality industry is quite complex and, as may be expected, has a large number of professional organizations to support every aspect of the industry.

WHAT IS A PROFESSIONAL ORGANIZATION?

A ***professional organization*** is a group of people who work together for the support and advancement of a profession. Professional organizations have varying structures, but all share the goal of uniting people with common interests and goals.

What do Professional Organizations Do?

Professional organizations vary widely as to the type of structure and the services they offer. Some are very small or loosely organized, while others are giant international associations with a wide array of services and member benefits. Obtaining a college degree is just the beginning the lifelong learning process in a chosen industry. Employers look for applicants with college degrees, excellent academic records, real work experience, and a distinct involvement in professional organizations. The following are some services and benefits that professional organizations may offer:

Award Of Excellence

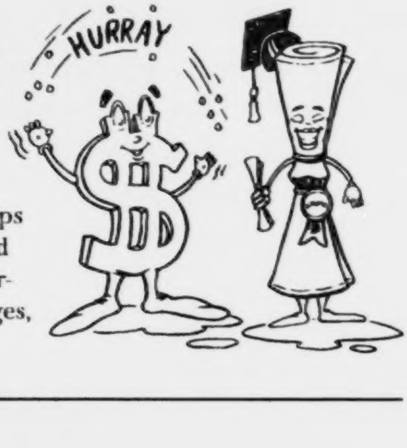
Information About the Profession. Professional organizations disseminate information about the profession and the industry to the general public. The goal is to build goodwill and understanding of the profession and to market the industry. Another goal is to recruit new professionals by making students or job seekers aware of the profession.

Networking. Networking is making contacts within a group and involves meeting and getting to know people who help to advance and support the industry. Meeting other industry professionals, traveling to professional conferences, and attending social events are examples of networking. Professional associations publish directories and host meetings for the purpose of promoting networking within the profession. Professionals like to get to know others who are in the same business for both personal and professional reasons. On a personal level, individuals in the same profession are likely to have much in common. It is nice to have friends within your own profession to talk with and share ideas. On a professional basis, networking with business contacts is a great resource for career opportunities, new ideas, and problem solving within the industry.

Professional Development. Most professional organizations offer some type of professional development or continuing education opportunities. These may include annual meetings or conventions, seminars, self-study courses, or distance-learning opportunities.

Standards and Policy. ***Standards*** are a set of accepted practices that are used in a profession. The performance standards may be specific to an individual job, such as a front desk clerk. Another type of standard is a code of ethics. A ***code of ethics*** is a statement of what is considered right or wrong within the profession. A professional organization advocates for the profession and industry when public policy decisions are being made. Some associations hire professional lobbyists to communicate with legislators about the interests and opinions of the profession.

Scholarships and Certifications. Most professional organizations offer scholarships to students interested in joining the profession. Some scholarships are offered only at certain colleges,



while others come directly from the organization and can be used at any college. The organization often develops programs to certify individuals or endorse different requirements of the profession.

Job Postings. Professional organizations typically have one or more methods for helping match qualified candidates with positions within the industry. There may be classified advertisements in publications, Internet job postings, recorded telephone "job lines," or postings at professional meetings. Employers know that professional organizations are sources for finding qualified, dedicated candidates. They will frequently look there first when they have a position to fill. With the popularity of the Internet as a tool for employers and job hunters, persons seeking employment in the hospitality industry can easily learn about job opportunities outside their local community.

Publications. While every professional organization sends out some type of member publication, some have many publications including journals, magazines, newsletters, directories, and books. These publications provide up-to-date industry information, ideas about how to improve work, feature stories about fellow professionals, and in many cases, industry-specific humor.

Why Join a Professional Organization?

As a high school or college student, joining a professional organization provides opportunities to learn about the profession from an insider's point of view. Membership also indicates that a student is serious about his or her career ambitions and gives students access to various scholarship programs. Few companies hire hospitality students that have no work experience or affiliation with an industry association.

As a professional, membership in a professional group means that an individual regards himself or herself as a professional, not as just a worker. Professionals with association ties are considered more knowledgeable about their industry. Involvement in a professional organization helps people stay abreast and focused in their work as they grow and develop as professionals. Additionally, many professional organizations offer sideline benefits such as liability insurance, life insurance, and discounts from various businesses.

◆ *Essential Questions:* ◆
What is a Professional Organization?

1. What is the purpose of professional organizations? Who can join them?
2. Which benefits of professional organizations are most beneficial to students? Why?

HOSPITALITY ASSOCIATIONS AND ORGANIZATIONS

In the hospitality business, there are some organizations that are general lodging or foodservice organizations and some that are specific to individual jobs like housekeeping or event planning. Professionals often belong to more than one organization, as each of them has unique offerings and benefits. The following list shows the diversity of organizations related to the hospitality

industry. They are directly involved or indirectly allied with the industry.

All of the following organizations are national or international organizations. Many of these have state or local chapters as well.

The ***American Hotel and Lodging Association (AH&LA)*** was founded in 1910 and represents more than seventy lodging groups in the United States. The goal of AH&LA is to provide educational programs, legislative news, and host conferences and seminars. In addition, the AH&LA publishes several periodicals for the benefit of the industry members. The AH&LA also supports the Educational Institute.

- American Hotel and Lodging Association (AH&LA)
  http://www.ahma.com

- The Educational Institute of the American Hotel and Lodging Association
  http://www.ei-ahma.org/

Hospitality educators formed the ***Council on Hotel, Restaurant, and Institutional Education (CHRIE)*** in 1946. CHRIE is an international organization and is known for sharing research statistics from the hospitality industry. Almost every area of interest in the hospitality industry is represented in its membership.

- Council on Hotel, Restaurant, and Institutional Education (CHRIE)
  http://chrie.org/

The ***National Restaurant Association (NRA)*** was founded in 1919 and has more than 20,000 members. This association works to support the interests and needs of 150,000 foodservice outlets. With a staff of 100 plus, it provides conventions, education, and research for its members. The courses offered cover cost controls, labor problems, server training, and other industry-related topics.

- The National Restaurant Association (NRA)
  http://www.restaurant.org/

- The National Restaurant Association Educational Foundation
  http://www.edfound.org/

The ***American Culinary Foundation (ACF)*** was started in New York City in 1929. It has over 18,000 members and is dedicated to the education of culinary arts. Currently the institute oversees ninety-six culinary apprenticeship programs with over 2,000 apprentices. The ACF hosts regional conferences in the spring of each year and a national conference in July.

- American Culinary Federation (ACF)
  http://www.acfchefs.org/

The ***Hospitality Sales and Marketing Association International*** is one of the industry's oldest and largest organizations. The membership represents over 43 countries. This group's concerns are focused on sales and marketing of hotels, motels, and all other lodging establishments. This organization offers a professional certification called the Certified Hospitality Marketing Executive.

- Hospitality Sales and Marketing Association International
  http://www.hsmai.org/

The ***International Food Service Executives Association*** was founded in 1901. This organization recruits members from all segments of the hospitality industry. Among the members are executives from contract foodservice, airlines, hospitals, restaurants, and clubs. IFSEA offers a certification for a food expert, networking seminars and conferences, and financial assistance to students interested in hospitality management.

- International Food Service Executives Association (IFSEA)
  http://www.ifsea.org/

Additional organizations include the following:

- International Executive Housekeepers Association, Inc.
  http://www.ieha.org/
- MultiCultural Foodservice and Hospitality Alliance
  http://www.mfha.net/
- Meeting Professionals International
  http://www.mpiweb.org/
- Professional Convention Management Association (PCMA)
  http://www.pcma.org/

◆ Essential Questions: ◆
Hospitality Associations & Organizations

1. What are the benefits of membership in a professional organization or association?
2. Why is networking an important activity for professionals?
3. What are three professional associations that are related to the hospitality industry? What are their purposes?

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Chapter Highlights

- Professional organizations and associations provide benefits to professionals, students, and others interested in supporting or learning more about a profession or industry.

- Professional organizations vary widely as to the type of structure and the services they offer. Some are very small or loosely organized, while others are giant international associations with a wide array of services and member benefits.

- Employers look for applicants with college degrees, excellent academic records, real work experience, and a distinct involvement in professional organizations.

- Networking is making contacts within a group and involves meeting and getting to know people who help to advance and support the industry. Meeting other industry professionals, traveling to professional conferences, and attending social events are examples of networking.

- Most professional organizations offer some type of professional development or continuing education opportunities. These may include annual meetings or conventions, seminars, self-study courses, or distance-learning opportunities.

- Professional organizations typically have one or more methods for helping match qualified candidates with positions within the industry. There may be classified advertisements in publications, Internet job postings, recorded telephone "job lines," or postings at professional meetings.

- As a high school or college student, joining a professional organization provides opportunities to learn about the profession from an insider's point of view. Membership also indicates that a student is serious about his or her career ambitions and gives students access to various scholarship programs.

Chapter 7

Management Functions

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

8C Explain management functions related to operations in the hospitality industry.

8E Analyze styles of supervision.

Chapter Vocabulary

- budget
- chain hotel
- convention business
- corporate business
- covers
- education business
- fiscal year
- forecast
- government business
- management by objectives
- marketing plan
- Total Quality Management (TQM)
- transient business

Managers in the hospitality industry must lead many employees toward the common goal–the success of the business. A common management structure has, at the top-level, general managers who delegate specific departmental duties to department managers. Whether a general manager or department manager, the manager has an obligation to employees, customers, and the business owner to fulfill his or her many responsibilities. A manager has many roles he or she must perform successfully in order for a hospitality business to succeed.

PROPERTY MANAGEMENT

Safety, Security, and Sanitation

It is a general manager's responsibility to be sure the business conforms to all health and safety regulations. Although the manager delegates these duties to department managers, he or she is ultimately responsible for the health and safety of guests, customers, and employees. Health and safety duties are important and involve all departments, particularly the kitchen where health inspections occur. The engineering and maintenance department is responsible for preventive maintenance of the premises in order to prevent equipment failures and potential problems that might cause injuries.

Management also is ultimately responsible for the security of a hospitality operation. Many lodging operations use security guards or security cameras and monitors. It is management's responsibility to provide a safe place for employees and guests. Today there are many new advances in technology to make hotels and restaurants safer.

Appearance

A manager is responsible for the overall appearance of the property. He or she makes sure the property is maintained properly and that repairs are made promptly. The manager must be sure the appearance of the business reflects the high standards of cleanliness and safety.

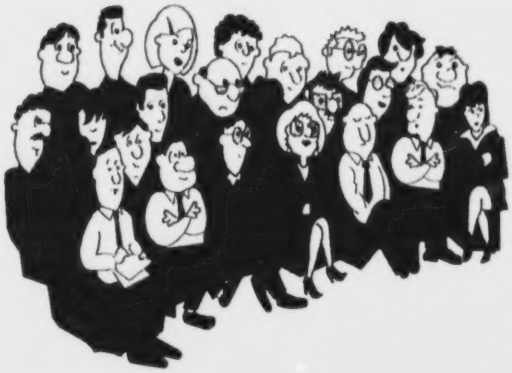
◆ **Essential Questions:** ◆
Property Management

1. What department or manager is responsible for the health and safety of the guests?
2. What individual is ultimately accountable for how a hospitality property looks to the guests?

PERSONNEL MANAGEMENT

Staffing

Regardless of the management organization, general managers supervise the entire operation and all employees. If the operation is running smoothly because of good management all along the chain of command, the general manager may not have to supervise as closely. However, the general manager is responsible for daily operational checks to ensure smooth operation. Because of stiff competition in the hospitality industry, some organizations adopt programs to ensure successful quality service.



Total Quality Management (TQM) is one popular program that involves all employees in developing guest service standards as well as in establishing methods to ensure employees meet guest expectations. With TQM, employees at all levels work in cooperative groups to establish these standards and to improve customer service. Reports show that involving every employee in guest service causes overall service to improve.

To help ensure quality customer service, general managers or department managers are also responsible for hiring quality employees. Many businesses interview potential employees twice or have a screening system in order to make wise choices. Department managers also are responsible for providing each new employee thorough training. During training, managers inform new employees about the philosophy and policies of the business, the employee's tasks, the standards of performance expected, and safety measures. If a manager fails to train employees properly, the employees' lack of information can negatively influence customer service, customer satisfaction, and ultimately business success.

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Employee performance and thus customer satisfaction are a reflection of the management. Management is responsible for providing employees with a good work environment and proper equipment so they can do their jobs well. Managers are responsible for making sure schedules are posted on time and employees are paid on time. Managers should also be available to employees if they need assistance.

It is important to a business for employees to perform well and to enjoy their work. Employee motivation is an important management task and is vital to business success. To achieve a high level of customer satisfaction, employees must be motivated to do a good job and display positive attitudes. Employees need to feel a sense of satisfaction, reward, and accomplishment from their work.

Although customer satisfaction is of primary importance, employees need the security of knowing that managers will listen and support them when problems occur. Managers often try to keep open channels of communication between themselves and employees. Good managers also show employees appreciation for their hard work with employee picnics, gifts at holidays, pay raises, or other incentives. Employee recognition and appreciation helps build and maintain employee morale and motivation.

Styles of Supervision

Managers motivate and develop employees using four basic styles of supervision: bureaucratic; democratic; autocratic; and spectator. Differences in the personalities of the manager and the employee require a hospitality manager to become familiar with all four styles. Depending on the situation, the management style used can have both negative and positive effects on quality and production. Managers encounter employee personalities that require the use of each of these styles. Table 7.1 describes the characteristics of each style of supervision.

Delegating Authority

General managers in large hotels delegate some duties to the department manager of each department. These department managers are responsible for the following:

- operating the department within the budget
- maintaining standards of performance
- training personnel
- completing purchase orders for supplies
- achieving departmental goals
- maintaining proper inventory balance
- achieving customer satisfaction
- controlling duties
- administering health and safety precautions

In small hotels, the general manager or owner is usually responsible for most departmental management duties with the possible exceptions of housekeeping and food and beverage departments. The general manager may oversee the front office, security, maintenance, the administrative staff, operations, and budgets in addition to performing the overall management responsibilities listed previously.

A hotel's management analyzes and evaluates the hotel's entire operation. From the analysis and evaluation, the management begins a process called ***management by objectives***. The general manager and department manager establish departmental goals or objectives in an attempt to improve the hotel operation. While setting goals, managers also establish standards for service and performance. The established goals and standards help the department managers train new employees and inform existing employees of what is expected of them, what management wishes to achieve, and why these achievements are important to the overall operation. From this point, the standards can be enforced and work can begin toward achieving the goals.

Department manager's duties involve accountability standards that help each department determine and control costs, manage waste problems, identify inventory needs, and prevent theft. For example, restaurant managers must be sure that their employees keep accurate accounts of food order tickets and guest checks so that the management can keep track of food and beverage costs, lost tickets, total sales, accurate and inaccurate pricing, expenses and income, and estimates of inventory shortages.

Styles of Supervision

Style	Characteristics	Employee Responses
Bureaucratic Style	Also known as the directive manager; manager relies on rules, goes by the book like a military officer or a police officer enforcing rules; direction is in accordance to strict regulations, procedures, and policies.	Employees are less motivated and supervisor is perceived as a "watchdog;" workers will only do what is required while the manager is watching.
Democratic Style	Manager shares the decision making with employees to form a team approach to the duties; Democratic style is also called collaborative style; the manager is sometimes thought of as a coach; foodservice managers often use this style of supervision because it promotes team spirit and mutual respect.	Employees respond positively because they appreciate the freedom and trust to make decisions; team spirit and cooperation make the workplace a pleasant place to contribute; also employees who are managed by this style tend to value the contributions of others as well as their own.
Autocratic Style	Manager keeps the decision-making power to self; employees are dependent on manager for instructions, and will act only under direct supervision; this style is best used in situations where short-term, high quantity production is necessary.	Employees will respond positively for a short-term project, but tend to become resentful if this style is used on a daily basis; when employees tire of this management style, they will withhold normal contributions to the job.
Spectator Style	Also known as non-directive, free-rein style of management; supervisors let employees do their job and act only as a consultant available in crisis situations; managers are usually not in direct contact with employees but stay in touch through meetings, reports, and records of output; employees are perceived as professionals and experts by the manager and by themselves.	The response is very positive to this style of leadership; employees are independent and productive for long periods of time; this style promotes pride and morale as long as the boss does not become too unavailable to give the employees feedback about their work.

⇨ *Table 7.1*

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◆ **Essential Questions:** ◆
Personnel Management

1. What part does goal setting play in managing the staff of a hospitality facility?
2. Which style of supervision is best for managing a hotel?

FISCAL MANAGEMENT

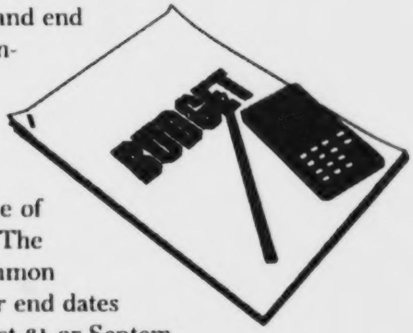
Budgeting

In hotel management, the budget and the annual marketing plan are the general manager's major responsibility and concern. A hotel's ***marketing plan*** is based on records of past sales and characteristics of the community and guests. The manager uses this information to ***forecast*** or to predict the volume of business to expect. Many factors must be considered to produce an educated guess as to how much business to expect.

For example, restaurant managers forecast the number of covers. ***Covers*** refer to the guest count for a certain period. This forecasting and research helps the manager predict about possible successes, the regional and national economic condition, and the profiles of the competition. A marketing plan helps management determine how much patronage to predict from corporate, convention, government, transient, or education business.

Corporate business is a type of guest business generated by people traveling on business trips or companies using the hotel for business purposes. ***Convention business*** is a type of guest business generated by people attending conferences and large meetings. ***Government business*** is a type of guest business generated by people attending government functions or traveling on behalf of the government. ***Transient business*** is a type of guest business generated by people who are traveling to visit others or are on vacation. ***Education business*** is a type of guest business generated by people using the hotel for educational purposes or attending educational meetings. If a hotel manager and owner can identify the hotel's major customers, the hotel can then centralize its marketing efforts to attract those customers.

Once a marketing plan is developed, the owner and general manager develop a budget. A ***budget*** is the projected income and expenses for the coming fiscal year. A ***fiscal year*** is the twelve month block of time a business uses to plan its finances. A fiscal year may be the same as a calendar year and end on December 31, or it may end at any other time of the year. The most common fiscal year end dates are August 31 or September 30. The hotel owner uses budget information to establish budgetary guidelines and project profit goals for the property.



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The budget is the hotel owner's first priority. Once the owner approves the budget and budgetary guidelines, the budget is sent to the general manager who distributes portions of the budget to department managers. For example, the portion of the budget that covers operating expenses and funds for the engineering and maintenance department is given to the chief engineer. The chief engineer is responsible for operating the engineering and maintenance department within the budgeted amount of funds specified for the department.

A department's manager, staff, and the general manager are all responsible for a department's ability to operate within its budget, and if applicable, produce a projected income. For example, the front desk department is responsible for managing its operation, expenses, and labor costs with a certain amount of money. The staff tries to keep expenses to a minimum, yet remain functional. The department also is responsible for producing a certain amount of income for the hotel through room sales. To achieve this, the front desk department tries to achieve a proposed occupancy rate each day and then establishes average rates.

The housekeeping department represents a different approach. Like other departments, housekeeping is responsible for meeting the budget by keeping costs to a minimum. However, because the department does not directly produce income, it does not have an income goal to meet. The department still contributes to the income of the business indirectly by using time, supplies, and resources efficiently.

Record Keeping

Hotel general managers are responsible for preparing necessary reports about hotel operations for the hotel's owner. These reports may address subjects such as payroll, profit and loss, occupancy rates, promotions, or special situations encountered with guests.

As computer and satellite communications become more available, more hotels are able to exchange a constant stream of information with their headquarters offices via telecommunications, rather than submitting paper reports through the mail.

Inventory, Purchasing, and Receiving

The manager must make certain that the hotel or foodservice operation has an adequate inventory to handle each day's business. Managers, whether departmental managers or general managers, are responsible for making sure all ingredients for all menu items, as well as utensils and equipment, are in stock and of good quality each day.

Managers of foodservice operations must review sales histories to determine which items sell well and which ones sell poorly. Periodically, managers must revise menus and delete items that do not sell well and add new items that will improve profit and increase interest in the restaurant.

◆ Essential Questions: ◆ Fiscal Management

1. How can the forecasts of future revenue help in developing a budget?
2. What types of reports are necessary in managing a hospitality facility?

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MANAGEMENT OF MARKETING & SERVICES

Customer Service and Satisfaction

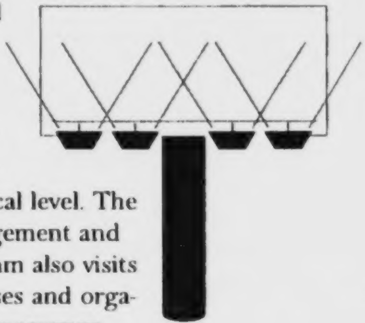
In the hospitality industry, customer service and satisfaction are highly important. Managers want customers to be acknowledged and served quickly so they are not left waiting or ignored. Managers of foodservice establishments want servers to be attentive to customers throughout the meal and to meet their needs as well as to monitor food quality.

If something negative happens while a customer is being served, the server and manager try to do what they can to please the customer. Managers often are available "on the floor" to spot problems and correct them as quickly as possible.

Customer satisfaction and financial success are interrelated. Customer satisfaction brings repeat business, referrals, and ultimately more income. If a hotel or restaurant fails to satisfy its customers, the business cannot succeed.

Public Relations and Promotions

Large hotels and restaurant chains have public relations personnel who work to create a good image for the facility. Public relations personnel encourage the media to write articles about the business. They want the hospitality operation to be seen favorably by the public. Managers want to make sure guests are comfortable and happy so the guests will tell others about their good experience with the restaurant or hotel. Managers also want guests to visit the property again. The headquarters of a ***chain hotel***, one of a number of hotels owned by one company, plan public relations campaigns for all of its hotels. However, the local hotel also is responsible for public relations and hotel promotion at the local level. The hotel's management and marketing team also visits local businesses and organizations to encourage use of the hotel.



In foodservice operations management, emphasis is placed on producing quality products and creating a desired atmosphere. If a foodservice operation provides good service and good food, it will develop a good reputation. In foodservice operations, it is very important that hot food is served hot, cold food is served cold, food is not spoiled, food is prepared using a method to retain nutrients and prevent foodborne illnesses, and food is served attractively. If food quality is a problem, managers should identify the problem and correct it immediately. Food quality affects customer satisfaction and profit.

In hotel and foodservice operations, every employee depends on the other employees, including the manager. Management problems create service problems. If the manager and other workers do not arrive at work on time, the schedule for the entire day is affected. If the hotel is understaffed, customer service and satisfaction suffer, possibly affecting future business. In addition to serving tables or preparing food, each person in the foodservice operations industry has specific duties for which he or she is responsible. An additional duty might include keeping condiment containers filled or glasses stocked. If each duty is not performed on time, customer service declines and the reputation of the business is negatively affected.

Quality work and customer service usually result in a positive perception. Customers tend to choose businesses with reputations for quality. The more customers who leave a hotel or restaurant as satisfied guests, the better the business, the repeat business, and the business' reputation. Employees also gain satisfaction from knowing they have performed quality work and their guests appreciate their work.

A report from a survey on "Why Customers Quit" found the following information:

- *3% move away*
- *5% develop other friendships*
- *9% leave for competitive reasons*
- *14% are dissatisfied with the product*
- *68% quit because of an attitude of indifference or rudeness toward the customer by the owner, the manager, or some employee*

Source: LeBoeuf, M. (1987). How to Win Customers and Keep Them for Life. New York: G.P. Putnams' Sons.

◆ Essential Questions: ◆
Management of Marketing & Services

1. What marketing responsibilities do general managers of hospitality businesses have?
2. Why is guest satisfaction important in marketing a hospitality business?

BECOMING A SUCCESSFUL MANAGER

Effective managers possess a wide array of personal qualities. Some of these qualities may be learned while others are based on personality traits and personal experiences. A manager, whether a general manager or department manager, must have personal qualities that help him or her develop successful employees and a successful business.

To be a successful manager in the hospitality services industry, a person needs the following qualities and skills:

- communication skills
- leadership skills
- organizational skills
- ability to perform many tasks
- willingness to work long hours
- be an expert in the industry
- be technology savvy

Because management involves leadership, managers must be good leaders. Hospitality leadership has a service focus. This leadership role involves guiding employees, motivating employees, and influencing the outcome of customer satisfaction. Leaders who are successful in the hospitality industry are skilled in communication, conflict resolution, and in gaining support for their vision.

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Communication Skills

Possessing good communication skills is important to hospitality managers because their business is a people-oriented business. Working with a wide variety of individuals, both guests and employees, makes communication skills important for managers.

Many hospitality operations depend on customer feedback to help them identify the positive aspects of their service as well as problems or concerns that need to be addressed. Feedback from customers is obtained through written evaluations completed after their stay or simply from one on one communication with hotel or foodservice staff. Training employees to ask customers, "How was your stay with us?" or "How was your dinner?" provides very valuable feedback for both supervisors and managers. It is important for managers to take appropriate action as soon as feedback is received. Recognizing employees for outstanding performance and using constructive problem-solving techniques to address areas of concern are important communication skills for managers.

Leadership Skills

A manager must be a good leader. The manager sets the standard for how other employees act and work. The manager is a role model to employees. If a manager does not arrive on time and is not dependable, the manager can usually expect employees to perform in the same manner. A manager must also be able to build employee morale and keep employees motivated to enjoy their work. Happy and contented employees tend to be productive and friendly employees. Presidents and top level managers in the hospitality industry list leadership qualities as critical characteristics they look for when interviewing potential managers.

KEYS to SUCCESS

What Do Hospitality Industry Leaders Say Are Important Characteristics For Managers?

- interpersonal skills
- integrity and a strong sense of ethics
- personal goals
- openness to new ideas
- a diplomacy
- a sense of humor
- an awareness of the big picture— a global approach to the world of business
- expertise in chosen field
- personal drive and ambition

Organizational Skills

Organization is important for a manager. He or she has multiple duties and responsibilities and has many employees to supervise. A manager must be sure all operations and duties are performed correctly and on time. An organized manager uses time management techniques and therefore is more productive in his or her work. Organized management motivates employees. Behind a smooth running hospitality organization, there is always an organized manager directing multiple operations.

Ability to Perform Many Tasks

A manager of a hospitality services business must know how to do a variety of tasks

and enjoy doing them. Besides having to perform multiple jobs personally, a manager's knowledge of various jobs helps in training employees. Employees tend to respect managers who have worked in various positions and are capable of performing tasks at any number of positions.

Willingness to Work Long Hours

Hospitality managers work long hours on evenings, weekends, and holidays. Long work hours at resort businesses may be seasonal. The manager should enjoy spending many hours in the same setting. Managers are still expected to make wise decisions and be productive working an average of 50 to 60 hours per week. In peak seasons the work week can average about 60 to 70 hours per week.

Be an Expert in the Industry

Hospitality managers need expertise in many facets of the industry. Like other professions, hospitality managers should stay informed about trends in the industry. By reading articles and attending professional meetings, a hospitality manager keeps a fresh outlook on his or her job and learns new technology available to improve facility operations and customer service. The following chart lists current management trends in the hospitality industry.

Management Trends In The Hospitality Industry

- leading a much more diverse workforce
- promoting from the bottom up, using the line supervisors
- training, training, training
- subcontracting out many services is becoming more necessary because of cost
- using more part-time employees to avoid the cost of full-time benefits
- including managers as an integral part of the sales team

Be Technology Savvy

Today, it is critically important for managers to have computer technology skills. Technology has changed the workplace and managers are continually challenged to keep abreast of new computer applications that make hospitality operations more efficient. From the first contact a guest has with the hotel, to check out and departure, a computer system monitors, charts, and records all transactions. Electronic systems have replaced folio cards, racks, trays, and posting. Likewise in the food and beverage segment of the hospitality industry, close control over information regarding labor and food costs can be computerized and available for review in a timely manner.

◆ Essential Questions: ◆
Becoming a Successful Manager

1. What are some qualities a person pursuing a career in the hospitality industry should possess? Why?
2. How can an individual in the hospitality industry improve their skills to prepare for a management position?

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Chapter Highlights

- Regardless of the management organization, general managers supervise the entire operation and all employees.
- Total Quality Management (TQM) is one popular program that involves all employees in developing guest service standards as well as in establishing methods to ensure employees meet guest expectations. With TQM, employees at all levels work in cooperative groups to establish these standards and to improve customer service.
- Managers motivate and develop employees using four basic styles of supervision: bureaucratic; democratic; autocratic; and spectator. Differences in the personalities of the manager and the employee require a hospitality manager to become familiar with all four styles.
- In hotel management, the budget and the annual marketing plan are the general manager's major responsibility and concern. A hotel's marketing plan is based on records of past sales and characteristics of the community and guests. The manager uses this information to forecast or to predict the volume of business to expect.
- Because management involves leadership, managers must be good leaders. Hospitality leadership has a service focus. This leadership role involves guiding employees, motivating employees, and influencing the outcome of customer satisfaction.
- Employees tend to respect managers who have worked in various positions and are capable of performing tasks at any number of positions.
- By reading articles and attending professional meetings, a hospitality manager keeps a fresh outlook on his or her job and learns new technology available to improve facility operations and customer service.
- Today, it is critically important for managers to have computer technology skills.
- Technology has changed the workplace, and managers are continually challenged to keep abreast of new computer applications that make hospitality operations more efficient.

Chapter 8

Developing A Business Plan

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1E Analyze the effects of the global economy on the hospitality industry.
1F Describe the impact of technological innovations on the hospitality industry.
3D Explain components of a strategic business plan.
17C Describe entrepreneurial opportunities in the hospitality services industry.
17D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.

Chapter Vocabulary

- asset
- balance sheet
- business plan
- capital equipment
- cash flow analysis
- competition
- financial management plan
- financial projections
- liability
- management plan
- marketing
- net
- operating budget
- operations manuals
- pro forma
- start-up budget
- target market

Many people dream of having their own business. Their reasons for wanting to become a business owner vary greatly. Some people want to be their own boss while others want to have an outlet for their talents and creativity. Many hospitality businesses are started as a result of talented individuals selling their creative ideas.

ENTREPRENEURSHIP

The idea of being your own boss, setting the standards and the working hours, and earning an income from your own business sounds like an ideal lifestyle for many people. In reality however, the life of an entrepreneur can have as many risks as it has benefits. An entrepreneur is someone who organizes, manages, and assumes the risks of a new business. Starting and running a business takes planning and commitment. There are many entrepreneurs in the hospitality industry. Often, executive chefs in chain operations leave the franchises to open their own restaurants. Catering directors of hotels often branch out and start catering businesses of their own. There has been a tremendous increase in the number of privately-owned bed and breakfast operations opening for business. Someone who is thinking of becoming an entrepreneur in the hospitality industry may want to consider the following questions:

- Why do I want to have my own business?
- What kind of business do I want to start?
- Do my personality, work habits, and income needs fit with the nature of this type of business?
- Is my idea practical? Will my business meet a consumer need?
- What are my financial resources for starting a business?
- How will I pay my living expenses until my business is established and making a profit?

"This item is accountability. Ralph, that's where you come in."

If after answering all of these questions a potential hospitality entrepreneur still wants to pursue the idea of starting a business, the next step is to create a business plan.

◆ **Essential Questions:** ◆
Entrepreneurship

1. What personal characteristics should an entrepreneur have? Why?
2. What are some advantages and disadvantages of entrepreneurship?

THE BUSINESS PLAN

A ***business plan*** is a document that defines a business in precise terms. The process of creating a business plan forces an entrepreneur to research every aspect of the potential business, to assemble financial records, to take a realistic look at available resources, and to project how the business will perform over time. A business plan is required if the entrepreneur wishes to obtain any type of financing, such as a loan. Individuals starting a business without seeking outside financing are not required to have a business plan, but should have one anyway. Putting thought and research into a realistic business plan in the beginning stages of starting a business can save an entrepreneur from making many mistakes and overcoming difficulties later. A business plan consists of several sections. Figure 8.1 lists the components of a business plan. Many computer software applications are available to aid individuals in writing a formal business plan.

Components of a Business Plan

1. A description of the business
2. A marketing plan
3. A financial management plan
4. A management plan
5. Supporting documents
6. Financial projections

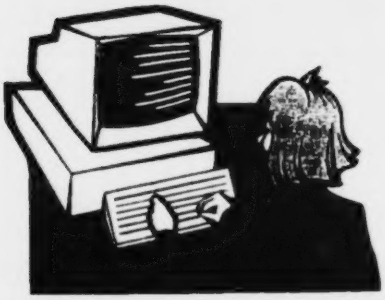
Figure 8.1

The Description of the Business

This section of the business plan is a very detailed description of the business. It includes a description of the product or service to be sold and a description of the location of the business. Since location is so important to success, it is important to explain why the location was chosen and how it will contribute to the success of the business.

Other types of information which may be included in the description are:

- the type of business ownership (i.e., proprietorship or corporation)
- the type of business, such as service or sales
- the need for the business
- the hours of operation
- background information on businesses of the same type
- information about customers; who they are, what they want, and how the business will meet their wants or needs



The Marketing Plan

Marketing is a process of presenting the product in such a manner that individuals buy it. It is a group of strategies a business performs to attract the attention of customers and to entice them to buy the product or service the business sells. Marketing is vital to the success of any business. The most important part of building an effective marketing plan is researching the customers. Most businesses begin with a target market. The **target market** is essentially all the available and potential customers. Market segments are smaller subgroups of consumers who share common characteristics. Specifically identifying a target market makes the process of researching the customers much simpler. Some information to include in describing the target market is:

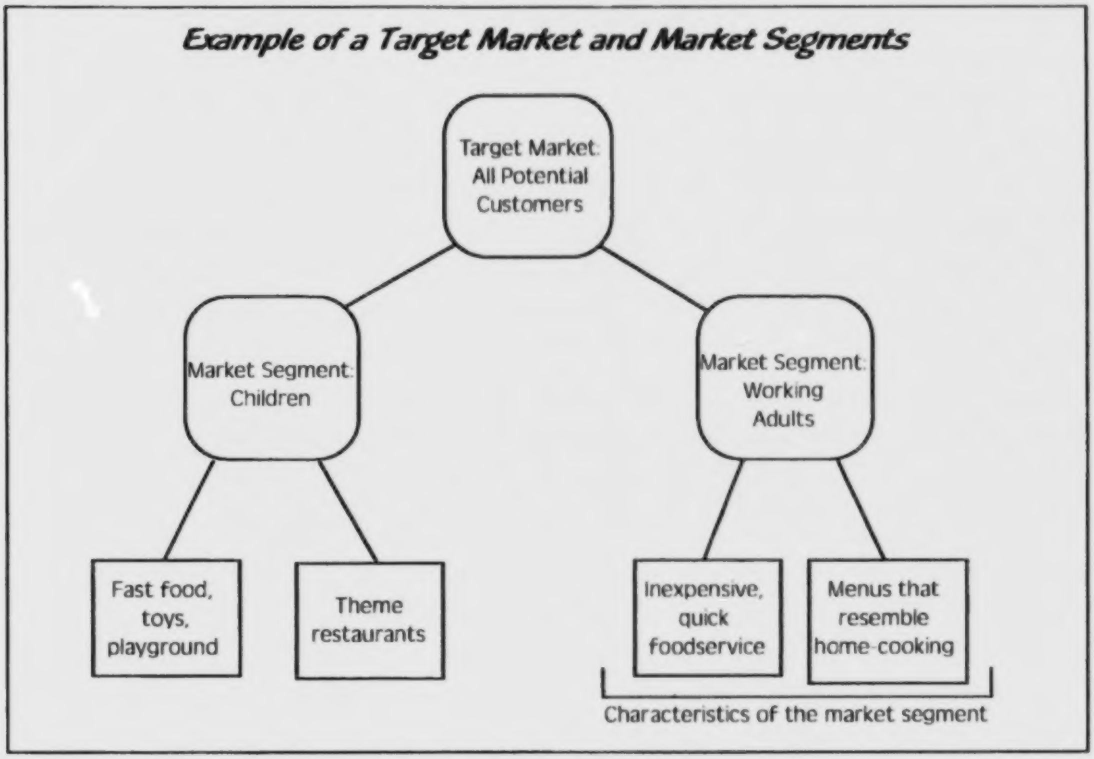
- age range
- gender
- income range
- educational level
- geographic location
- lifestyle factors, such as family structure, interests, and hobbies
- potential changes in the target group of customers

Once the target market is described and identified, the marketing plan must outline how the business will attract and hold the business of the customers. Figure 8.2 gives an example of a target market and market segments and their relationship.

The marketing plan also includes plans for expanding the market base or reaching other people outside of the original target market. Some items to be included in this part of the marketing plan are:

- themes, logos, or slogans for the business
- plans for advertising
- pricing strategies

Entrepreneurs should pay special attention to the competition. The ***competition*** is any business that is offering similar services



Example of a Target Market and Market Segments

Target Market: All Potential Customers
Market Segment: Children
Market Segment: Working Adults
Fast food, toys, playground
Theme restaurants
Inexpensive, quick foodservice
Menus that resemble home-cooking
Characteristics of the market segment

Figure 8.2

or products and therefore competing for customers. In the past, competition for a small business consisted mainly of other businesses in the same geographic area. Technology, particularly the Internet, has meant that a competitor can be a business hundreds or thousands of miles away. Customers can easily compare products and prices of local businesses with businesses around the world using the Internet. The challenge of modern entrepreneurs is to find out what will give them the edge over all of their competitors. Thorough research on competitors should be included in the business plan.

The Financial Management Plan

The ***financial management plan*** contains budgets, capital equipment lists, balance sheets, cash flow analyses, any applications or contracts, descriptions of the accounting system to be used, and descriptions of inventory controls to be used. This section is very detailed and vital to the success of the business.

Budgets. Two budgets should be included, a start-up budget and an operating budget. A ***start-up budget*** accounts for the actual amount of money needed to open the business. It should include the following entries:

- advertising
- equipment costs
- income
- insurance
- legal fees
- licenses or permits
- payroll expenses
- salaries
- supplies
- utilities

An ***operating budget*** is a projection of how money will be spent when the business is actually open. It includes all of the items listed for the start-up budget and the following items:

- depreciation
- loan payments
- payroll
- rent
- repairs or maintenance
- taxes

The items to be included in a budget vary according to the type of business. For example, a fast-food franchise has to include franchise fees in the budget.

Capital Equipment. ***Capital equipment*** includes equipment used to produce the product or service that is being sold. For example, capital equipment for a catering business includes ovens, refrigerators, mixers, worktables, and delivery vans.

Balance Sheets. A ***balance sheet*** shows the assets of a business alongside the liabilities. An ***asset*** is something of value that the business owns. Assets include cash, land, buildings, equipment, and debts owed to the business. A ***liability*** is a financial obligation or a debt. Liabilities include loans the business owes, wages due to employees, and taxes due to the government.

Cash Flow Analysis. A ***cash flow analysis*** lists all sources of income and all expenditures for a given period of time. The ***net*** cash flow is what is left over after all income is totaled and all expenditures are subtracted. If the net is a positive number, then the business is making a profit.

When writing a business plan for a business that does not exist yet, balance sheets and cash flow analysis are done based on predictions of what they will be when the business is operating. These are called ***pro forma*** balance sheets and cash flow analyses.

The Management Plan

The ***management plan*** describes the aspects of how the business will actually operate day-to-day. Much of the management plan is devoted to employees: how many; how they will be paid; how they will be trained; what their job duties are; and how they will be supervised.

Franchise businesses usually receive an operations manual from the parent company. ***Operations manuals*** tell the franchisee how to operate the business. Some are outlines of suggestions while some have very detailed instructions. For example, the operations manuals of some lodging franchises include diagrams and instructions on how to make guest room beds. These operations manuals, or any operations manuals the entrepreneur has written, should be included in the management plan.

Supporting Documents

Supporting documents can include anything that further describes, clarifies, or supports the information given elsewhere in the business plan. Some documents that are considered supporting documents include:

- bank records
- examples of marketing tools, such as logos, print advertisements, or menus
- photos and descriptions of equipment
- property records for business property
- statistical information about target audience
- entrepreneur's resumé
- entrepreneur's financial records, credit report

Financial Projections

For a start-up business, most of the financial reports are projections. However, even established businesses must have financial projections. ***Financial projections*** involve using current information along with trends to look into the future of the business. Financial projections help entrepreneurs foresee problems and opportunities that may arise. Projecting future circumstances allows for planning, which can help a business get the most from opportunities and experience the least set back from problems. Often established businesses seek loans for expanding or improving their business. Banks use financial projections of established businesses to determine if the business will be able to repay the loan, and to determine if the expansion or improvement will be a worthwhile investment.

◆ Essential Questions: ◆
The Business Plan

1. Who needs a business plan? Why?
2. Once a business plan is created, what are some ways it can be used?
3. Why is a marketing plan essential to the business plan?
4. How would you research other businesses of the same type as the one you want to start? Where would you look for information?
5. What are some other types of marketing other than print, radio, or television advertisement?
6. How has competition among businesses changed over the last several years? Why has it changed?
7. What are the components of a financial management plan?
8. What are some examples of liabilities a business may have? What are some examples of assets?
9. What is a pro forma balance sheet? How is it used?
10. Would it be easier to create financial projections for a new business or an established business? Why?
11. What kinds of information are used to create financial projections?
12. Where is the information for making financial projections found?

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Chapter Highlights

- An entrepreneur is someone who organizes, manages, and assumes the risk of a new business.
- A business plan is a document that defines a business in precise terms. The process of creating a business plan forces an entrepreneur to research every aspect of the potential business, to assemble financial records, to take a realistic look at available resources, and to project how the business will perform over time.
- Marketing is a process of presenting the product in such a manner that individuals buy it. It is a group of strategies a business performs to attract the attention of customers and to entice them to buy the product or service the business sells.
- The competition is any business that is offering similar services or products and therefore competing for customers.
- The financial management plan contains budgets, capital equipment lists, balance sheets, cash flow analyses, any applications or contracts, descriptions of the accounting system to be used, and descriptions of inventory controls to be used.
- A start-up budget accounts for the actual amount of money needed to open the business.
- An operating budget is a projection of how money will be spent when the business is actually open.
- When writing a business plan for a business that does not exist yet, balance sheets and cash flow analysis are done based on predictions of what they will be when the business is operating. These are called pro forma balance sheets and cash flow analyses.
- The management plan describes the aspects of how the business will actually operate day-to-day. Much of the management plan is devoted to employees: how many; how they will be paid; how they will be trained; what their job duties are; and how they will be supervised.
- Financial projections involve using current information along with trends to look into the future of the business. Financial projections help entrepreneurs foresee problems and opportunities that may arise.

Chapter 9

Organizational Structures

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

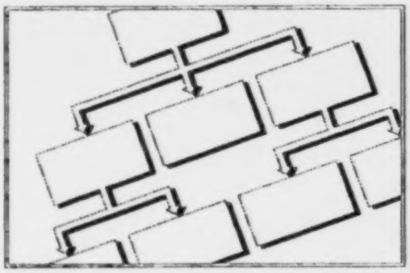
3A Describe various types of hospitality operations.

3B Contrast various ownership and management structures in the hospitality industry.

Chapter Vocabulary

board of directors
capital expenditures
capital goods
chain operations
corporation
franchise
franchise operations
franchisee
franchiser
general partnerships
independent businesses
independent operations
limited partnerships
multiple-unit organizations
owner-managed businesses
owner-operated businesses
private corporations
public corporations
shareholders
silent partners
sole proprietorships
subchapter S corporations

FORMS OF ORGANIZATION

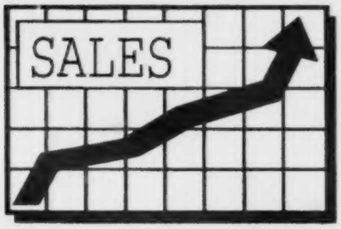


Lodging and food operations vary in the types of ownership and methods of operation or management. Business owners can choose from various legal forms of business ownership when planning to open a hospitality business. They also can choose operational or management methods used for managing the business. Each form of business ownership and operational or management methods are outlined in this chapter.

Sole Proprietorships

Sole proprietorships are businesses controlled by the owner with all profits going to the owner. This form of business requires little regulation, no fees to create the business, unlimited management authority, and is easy to start. However, licenses and health permits may be needed, particularly for foodservice operations. The profits from sole proprietorship businesses are taxed on the owner's income tax return, not as business income tax. The owner is fully responsible for the success and liabilities of the business.

The unlimited liability responsibility is a disadvantage for sole proprietorships. Unlimited liability means the business owner is personally liable for losses, debts, and claims against the business. The use of assets to pay for liabilities is not limited to the assets of the business, but extends to the owner's personal assets as well. Another disadvantage is the limited financial resources available to the business owner. Financing is limited to the owner's personal funds and any loans available to the owner. This limitation can hinder the growth and expansion of the business somewhat more than other business structures. Investors are not always willing to help finance a sole proprietorship business.



Partnerships

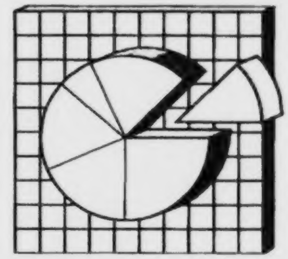
General Partnerships. ***General partnerships*** involve joint ownership of a business. Because more than one person owns the business, the business has access to more funds and business skills. The partnership business pays no income taxes as a business. Instead, profits are divided among the partners, and the partners are personally taxed on their personal income plus their portion of the profits.

General partnerships are easy to start by creating an agreement (a contract) among the individuals wanting to conduct business together for a profit. Partnership agreements are written in consultation with an attorney to outline the rights and responsibilities each partner has to each other and to the business. The partnership dissolves either by the death of a partner or the decision by a partner to sell her or his share of the business. Business financing for partnerships is easier to obtain than for sole proprietorships. More individuals can share the burden of financing and more personal financial resources are available.

The main disadvantage of a general partnership form of business, just as to sole proprietorships, includes the unlimited liability. Any partner can be held liable for his or her personal negligence or debt as well as that of the other partners or employees. Conflict of authority is another disadvantage. Each partner has an equal part in the management, decisions, and control of the business. Other disadvantages include the following:

- Profits are divided among the partners.
- There is no continuity of the original partnership beyond death or retirement of a partner.
- Partners must agree on the transfer of partnership interest if one wishes to sell his or her interest to someone else.

Limited Partnerships. ***Limited partnerships*** are a form of business ownership operated by general partners but which also



include limited partners (also known as ***silent partners***). The limited partner has limited liability for business debts, claims, and losses. This means the limited partner has no liability responsibilities beyond the amount of money that he or she has invested in the business. In exchange for limited liability and his or her investment, the limited partner does not have a voice in business decisions and lacks management control.

In addition to limited liability, advantages to limited partnerships include personally taxed earnings from the business, and profits divided among partners as spelled out in the partnership agreement. The disadvantages include the following:

- the lack of input limited partners have in business operations
- the unlimited liability of general partners
- the large number of regulations for starting the limited partnership business than for the general partnership business
- legal expenses involved in drawing up contracts

Corporations

The ***corporation*** is a form of business ownership created by statute that allows a group of people to work together for a profit. State laws establish the number of people required to form a corporation.

Public corporations are owned by individuals who purchase stock in the business. ***Private corporations*** are created for the owners' benefit with all shares of ownership belonging to the owners of the business. They also are known as ***shareholders***. The public cannot own shares of a private corporation unless the corporation goes public.

Corporations combine shareholders' available assets into a fund for managing the business, making profits, and repaying shareholders a return for their investment. Shareholders' interests lie in their net earnings and voting rights in the business. Corporate shareholders elect a ***board of directors*** to operate and manage the business.

The advantages of the corporation form of business include the following:

- Shareholders liability is limited to the amount they have invested in the business.
- Shareholders have the ability to transfer ownership interest and still maintain the business after one of the owners leaves.
- Corporations generally are considered a safer risk by financial institutions when securing loans.
- A corporation has recognition as a legal entity.

Disadvantages of the corporation form of business include the following:

- There are more state regulations on corporate ownership.
- Corporations are more expensive to create than other forms of business.

- Corporations are limited to their originally chartered activities.
- Profits are taxed at a corporate income tax rate and again on personal income tax returns after salaries and dividends earnings are distributed from the business to owners and employees.

Subchapter S Corporations. ***Subchapter S corporations*** are a tax-option form of incorporation that permits qualifying corporations to be taxed as sole proprietorships. This means the profits are taxed personally as personal salary and dividends from the business instead of double taxed there and on a corporate income tax rate as with corporations. Subchapter S corporations have all the advantages of corporations but are taxed like sole proprietorships. The advantage is that profits are only taxed once, as personal income.

◆ Essential Questions: ◆
Forms of Organization

1. Of the forms of business organizations listed, which requires the largest investment? Which requires a smaller investment?
2. Which of the business organizations would you consider to be the best? Why?
3. What is the major difference between a corporation and a subchapter S corporation?

OPERATIONS/MANAGEMENT METHODS

After establishing itself as a business, hospitality service businesses may be operated in five different ways: owner-operated; owner-managed; independent; franchise; and chain-operated. Sometimes owner-operated, owner-managed and independents are classified together as independent businesses. However, for distinction, they are separated in the following descriptions. Franchise and chain operations also are classified as multiple-unit operations or organizations.

Independent Operations

Owner-operated, owner-managed, and independent businesses sometimes are classified into one group and called independents or ***independent operations***. By this classification, independent operations would include any property that is not affiliated with a multiple property organization, such as a franchise or chain operation. The advantages of being an independent hospitality operation include the following:

- It may offer more personalized service than a multiple-unit operation.
- It may be able to capitalize on its unique characteristics for attracting customers and guests.
- It can have more clearly defined customer markets.
- It can have more flexibility in developing the business.

Independent operations require general managers or owners to have generalized management and administrative skills. They must handle all aspects of managing a business since the business may be unable to support specialized management personnel like chain operations can support. Disadvantages for independent hospitality businesses may include the following:

- Weaknesses in the management's abilities may need to be overcome by using outside consultants, especially in the area of financial management.
- Cash, labor and product control is more difficult to maintain than in chain organizations.
- Finding and hiring quality employees is difficult because better candidates often are attracted to chain operations with career paths and advancement opportunities.
- Extensive training programs for personnel, like those provided by chain organizations, may be difficult to achieve unless the business is large enough that training can be accomplished without affecting business production and operation.

Independent businesses can join regional trade organizations, that through unification of its collective membership, can provide perks usually found in multiple unit operations. Trade organizations provide information and idea exchanges, offer group insurance programs, help businesses form customer referral networks and purchasing pools for obtaining large volume or quantity discounts on equipment, furnishings and supplies.

Owner-operated businesses have services provided by the owner (and sometimes the owner's family) and do not have payrolls. All management operations, decisions, and functions of the business are performed by the owner and are based on the owner's first-hand knowledge. An advantage to this type of operation is that clear-cut authority in the business is known, and because responsibility for the entire operation and its success rests on the owner's shoulders, it usually is an efficient operation. Disadvantages of this type of business operation are that no one else can make the business decisions, and the business can be quite demanding for the owner. If the owner retires, the business must either close or be taken over by an outsider. Bed and breakfast homes are an example of this form of operation, since often the owner's family owns, lives in, and operates the business.

Owner-Managed Businesses

Owner-managed businesses are operated or managed by the owner just like the owner-operated business. The difference is that the owner also hires a supporting staff of employees to help run the business. The owner makes all business decisions with assistants carrying out tasks resulting from those decisions. Decisions made by the owner often are based on information provided by assistants. This operational form is slightly less demanding than the owner-operated form because many tasks are delegated to assistants. Growth can strain the business structure unless the business owner decides to keep the business at a size where this operational style stays effective, to sell the business, or to hire a general manager.

Independent Businesses

Independent businesses are those owned by an individual who hires a general manager to manage the business. The general manager also is responsible for hiring and supervising employees, which may include assistant or departmental managers if the business is large enough to support these positions.

Within independent businesses, many operational and management decisions are made by the management but under the owner's influence and direction. The owner makes major operational and strategic business decisions with directions based on these decisions passed onto the general manager. Open communication is very important between the owner and general manager. The owner understands the business and has an added element of expertise and support. In terms of capital expenditures, the owner has a certain sense of importance of the business needs and understands these needs better than most other people. ***Capital expenditures*** are moneys used toward the acquisition or production of capital goods. ***Capital goods*** are tools and machinery used in production.

Multiple-Unit Organizations

Franchise businesses and chain businesses are sometimes referred to as ***multiple-unit organizations***. Multiple-unit organizations are many units or properties that have the same owner. The multiple units may be located in one region or spread throughout the world.

Franchise Operations. A ***franchise*** is the right or license granted to an individual or group to market a company's goods or services in a particular territory and the territory involved in such a right. ***Franchise operations*** are those businesses where the owner has entered into a contractual franchise agreement that provides the owner and the business with the franchise's name recognition, assistance in planning and opening the business, reservation and promotion services, and operational aids. The ***franchiser*** is the exclusive owner of the franchise's trademark name and service and is the franchise's parent company.

The ***franchisee*** is the owner of the business that has entered into an agreement with the franchiser for the right to market the franchise's goods and services. The business owner/franchisee could be an individual, partnership, or corporation. In return for what the owner receives, the franchiser charges the owner an initial franchise or affiliation fee and a percentage of the sales revenue. Other costs for a franchise operation include advertising, reservation service, sign rentals, and supplies with the franchise logo or trademark. Figure 9.1 lists common characteristics of a franchise agreement.

What Is A Franchise Agreement?

1. A franchise agreement defines what each party will be responsible for.
2. Both parties have to contribute to make the business work.
3. The franchise agreement sets up the plan to make the business successful.
4. The franchise agreement explains how the business will be operated and marketed.
5. The franchise agreement determines who will work and to what extent.
6. The franchise agreement determines the initial franchise fee and the regular contributions to the advertising and marketing fund.

⇨ *Figure 9.1*

One advantage of franchise operations is larger sales figures. These sales figures are larger than independent businesses might make because of the following factors:

- The franchise's network of reservation outlets
- Referral services
- Public recognition and association by name, appearance, and the stature that comes with recognition
- Availability of franchise directories listing each member business
- Credit card affiliation
- Group purchasing of supplies
- Training and high standards
- Financing availability

Disadvantages of franchising include continuous control and restrictions by the franchiser over service standards, products produced, and business operations. After a while, the franchisee may dislike having these controls and restrictions on his or her business.

Fresh Bake Goods

Some franchisers have an element of democracy with representative franchisees serving as voting delegates to a larger governing body. This form of organization provides for more franchisee input into how the parent company operates. Franchisees are in daily contact with their own businesses and customers and can provide valuable suggestions as to the policies and direction of the parent company.

REGISTRATION

Chain Operations

Chain operations are several businesses with the same ownership. The businesses could have the same name or different names. The owner also could be an individual, partnership, or corporation. The chain's ownership has the chain or a professional management company manage the businesses on a long-term basis or as established in a contract.

A disadvantage of chain operations is that each unit has little claim to its operating profits or losses. The advantages of chain operations, however, are numerous. One advantage is the consistency of goods and services maintained at each unit and overall among all units. Each unit offers the same things as all other units within the chain, which makes centralized purchasing of equipment and supplies advantageous.

Other advantages include the following:

- A higher amount of sales and profits achieved than can be achieved by franchise or the various forms of independent operations
- More management expertise
- The ability to thoroughly train employees without greatly affecting productivity
- Chain advertising which saves each unit a lot of advertising expense and is more productive
- Standardization in supplies, equipment, and furnishings which allows chain units to purchase these items in quantities that secure the minimum prices and largest volume discounts

- Ability to hire the best employee candidates available
- Uniform accounting system used by all chain units, which helps the corporate office and each unit's general managers compare productivity and profitability
- Career paths and advancement opportunities within the chain
- Availability of funds for expansion and improvement

◆ Essential Questions: ◆
Operations/Management Methods

1. What are the differences between owner-operated and owner-managed businesses?

2. What is the difference between franchise operations and chain operations?

3. What are the advantages and disadvantages of operating independently versus affiliating with a franchise? Compare and contrast the two operations.

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Chapter Highlights

- Lodging and food operations vary in the types of ownership and methods of operation or management.
- The five legal forms of business ownership are sole proprietorship, general partnership, limited partnership, corporation, and subchapter S corporation.
- Sole proprietorships are businesses controlled by the owner with all profits going to the owner.
- General partnerships involve joint ownership of a business.
- Limited partnerships are a form of business operated by general partners but which also include limited partners (also known as silent partners).
- The corporation is a form of business ownership created by statute that allows a group of people to work together for a profit.
- Public corporations are owned by individuals who purchase stock in the business.
- Private corporations are created for the owners' benefit with all shares of ownership belonging to the owners of the business. They are also known as shareholders.
- Subchapter S corporations are a tax-option form of incorporation that permits qualifying corporations to be taxed as sole proprietorships.
- Owner-operated, owner-managed and independent businesses sometimes are classified into one group and called independents or independent operations.
- Owner-operated businesses have services provided by the owner (and sometimes the owner's family) and do not have payrolls.
- Owner-managed businesses are operated or managed by the owner just like the owner-operated business. The difference is that the owner also hires a supporting staff of employees to help run the business.
- Independent businesses are those owned by an individual who hires a general manager to manage the business.

Chapter Highlights, Cont'd.

- A franchise is the right or license granted to an individual or group to market a company's goods or services in a particular territory and the territory involved in such a right.
- Franchise operations are those businesses where the owner has entered into a contractual franchise agreement that provides the owner and business with the franchise's name, recognition, assistance in planning and opening the business, reservation and promotion services, and operational aids.
- The franchiser is the exclusive owner of the franchise's trademark name and service and is the franchise's parent company.
- The franchisee is the owner of the business that has entered into an agreement with the franchiser for the right to market the franchise's goods and services.
- Chain operations are several businesses with the same ownership.

Chapter 10

The Human Resources Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

9A Describe functions of the human resources division.
9B Exhibit personal qualities and skills required of employees within the human resources division.
9C Describe specific duties of employees in the human resources division.
9D Perform appropriate tasks according to industry standards.
9E Analyze issues affecting human resources management.
9F Apply available technological innovations to operations within the human resources division.

Chapter Vocabulary

- benefits
- benefits coordinator
- cross-training
- discrimination
- documentation
- ethnic diversity
- external recruitment
- grievance
- human resources division
- human resources
- internal recruitment
- job analysis
- layoffs
- performance evaluation
- performance standards
- recruitment
- salary
- sexual harassment
- terminations
- turnover rate
- wages

THE HUMAN RESOURCES DIVISION

The ***human resources division*** directs and coordinates the human resource needs of the hotel staff. As the phrase suggests, ***human resources*** is the business of managing the most important resource used by the hospitality industry – people. A hotel may have the most luxurious facilities and a restaurant may have the tastiest food, but if they do not have a gracious, well-trained staff they will not succeed. Large hotels have their own human resources division, chain hotels usually have a central human resources division serving many individual hotels, and in small hotels, the general manager usually handles most human resources responsibilities.

Planning Ahead

Human Resources Director

The human resources division is headed by the human resources director. Depending on the size and the needs of the organization, the director may work alone, or may have others in the division to take on some of the responsibilities. Figure 10.1 shows an agenda of a typical day in the life of a human resources director.

To Do List:
Human Resources Director

7:30	Prepare for labor negotiations.
8:00	Interview two applicants for the Catering Manager position.
9:00	Prepare a Power-Point presentation on the new employee benefits package.
9:30	Call the newspaper and post want ads for positions that need to be filled.
10:00	Log all disciplinary actions and merit notices for last week.
10:30	Meet with division heads concerning personnel issues.
11:30	Check time cards for accuracy.
12:00	Return messages concerning references on outgoing employees.
12:30	Working lunch with city officials on how to enforce equal opportunity laws and guidelines.
2:00	Update employee records, collecting data on absenteeism.
3:00	Meet with the general manager concerning high turnover rate of foodservice employees.
4:00	Rewrite and update employee job descriptions and revise employee manual.
5:00	Hold a two-hour training session for new employee orientation.
7:00	Check out.

⇨ ***Figure 10.1***

Because of the high turnover rate in the hospitality industry, the human resources director is vitally important to the entire hospitality operation. The human resources director must be a "people" person and be able to communicate effectively with a diverse group of employees. The responsibilities of the human resources division vary according to the size and needs of the business, but may include the following areas.

Recruitment. Depending on the location of a business and the economic climate at any given time period, there may be many applicants for job openings or businesses may have to recruit new employees. ***Recruitment*** means actively seeking people to employ, rather than waiting for people to apply for jobs. The most common area for recruitment is ***external recruitment***, or seeking employees from outside of the business. Some common external recruitment methods include the following:

1. advertising employment opportunities
2. developing relationships with schools and colleges whose graduates would be qualified for employment by the business
3. attending job or career fairs to meet potential employees

Another source is ***internal recruitment***, or hiring people who are already employed by the business. Hiring from within has many advantages including the following:

1. The abilities and the work habits of employees are known.
2. Motivated and hard-working employees can be rewarded with promotions and higher pay.
3. Employee morale and cooperation is often better when management is hired from within rather than brought in from outside.
4. Current employees know policies and procedures.

Hiring. The hiring process includes advertising positions, managing the application process, checking references, interviewing, and extending offers of employment to desirable candidates. The human resources director manages this process, but the division manager who will supervise the new employee cooperates at every stage and usually makes the final decision as to who will be hired.

Federal and state employment laws influence the hiring process. Every stage of the process, from advertising a position to making an offer of employment, must be free from any suggestion of discrimination. ***Discrimination*** in the workplace means that employment decisions are made based on reasons other than on the person's qualifications or performance. The purpose of anti-discrimination laws is to ensure that qualified individuals are allowed to gain employment based on their qualifications for the job.

Training. In larger organizations, the human resources division performs a job analysis of each job in a hotel. A ***job analysis*** means that a job is examined, broken down into each individual task performed, then each task is named and defined. Some job analyses also include ***performance standards***, or measures of how well each task is performed. Job analyses are useful for writing job descriptions, training, and evaluating job performance.

Any new employee must be trained. Even if the employee has experience, he or she needs to learn about the facilities and policies of the new employer. The human resources division oversees the training of new employees by providing some of the training themselves and coordinates with managers and experienced employees to provide additional training. In small businesses, the general manager oversees training. Training in a small business may consist of job shadowing with the possible addition of training media, such as videos. Training is not limited to new employees. Experienced employees are often cross-trained. ***Cross-training*** means that an employee is trained to do more than one job. The employees learn more skills, and managers have more flexibility in scheduling a cross-trained staff. Cross-training can also lead to promotions to jobs with more responsibility and higher pay.

Documentation. The human resources division is responsible for maintaining employment records. Businesses maintain detailed records on employees for many reasons, one of which is to be able to provide documentation in cases of lawsuits or insurance claims. ***Documentation*** consists of recorded information of any kind, including applications for employment, tax forms, insurance forms, performance evaluations, reprimands, commendations, transfers, termination notices, and letters of resignation.

Benefits. ***Benefits*** are "extras" provided for employees outside of their salary or wages. Benefits include health insurance, pension plans, disability insurance, paid vacation, paid sick leave, and employee discounts. The human resources division manages benefits programs. Larger hotels may have a separate benefits coordinator who works within the human resources division. A ***benefits coordinator*** manages all employee benefits and keeps records of benefits used.

Performance Evaluations. Even though employees are expected to do their best at their jobs every day, occasionally they have a formal performance evaluation. A ***performance evaluation*** or appraisal is done by the human resources division and/or the employee's supervisor. It is a measure of how well the employee is doing his or her job. Employees are evaluated on punctuality, initiative, appearance, and specific job tasks. Performance evaluations are done on a regular basis, at least annually. Job analysis and performance standards are used to measure the employee's performance on each task within their assigned job.

Labor Relations. Labor relations include the following:

1. Grievance procedures. A ***grievance*** is an employee complaint about circumstances or treatment on the job.
2. ***Terminations*** or ending of employment.
3. Layoffs. ***Layoffs*** refer to employees who are terminated because of changes in the business, not because of poor job performance. Layoffs may be seasonal in the hospitality business.
4. Interactions with labor unions.

◆ ***Essential Questions:*** ◆
The Human Resources Division

1. What are the functions of the human resources division?
2. What personal qualities would make a person suited to work in the area of human resources? Why?
3. What are trends or issues that influence the number of potential employees for the hospitality industry?

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OTHER COMPONENTS OF HUMAN RESOURCES MANAGEMENT

Compensation

Compensation refers to the paycheck. However the total compensation package includes wages, salaries, bonuses, and benefits. The term ***wages*** is money paid to hourly employees while the term ***salary*** is used for employees who work for a set monthly pay. Each human resources division reviews the job, skill level, knowledge, tasks, and working conditions before the compensation level is set. Human resources representatives in the hospitality industry are familiar with the Fair Labor Standards Act, which covers statutes involving:

- child labor
- tips, tip credits, and tip-pooling procedures
- minimum wage laws
- employee meals and meal credits
- equal pay requirements
- uniforms
- exempt versus nonexempt employees

Harassment

Human resources representatives help employers create and maintain a working climate that is safe and comfortable. The workplace cannot tolerate any type of harassment based on gender, race, religious choice, ethnic background, or age. All complaints are dealt with in a timely and appropriate manner. Documentation, thorough investigation, confidentiality, and consistent policy are important tasks of the human resources division.

The Supreme Court defines ***sexual harassment*** as instances when any unwanted sexually-oriented behavior changes an employee's working conditions or creates a hostile or abusive work environment. Any sexual requests, comments, pictures, or actions that are offensive can be grounds for sexual harassment. Most lodging facilities have a written policy that specifically defines sexual harassment and the procedures for reporting sexual harassment.

Employee Retention

The hospitality industry has one of the highest employee turnover rates. Employee ***turnover rate*** is determined by dividing the number of employees replaced in a certain time period by the average number of employees needed to run the facility. Reasons for high turnover of employees may be poor recruiting, screening, or hiring methods during the hiring process. Most hospitality industry leaders agree that lack of training is a cause for high turnover. The human resources division is responsible for implementing programs that address employee turnover. Research shows that incentive programs and meeting the employee needs decrease the turnover rate. When companies encourage input and creativity from the employee about their specific job responsibilities, employees tend to stay satisfied longer. Human resources representatives are continually working to maintain a low turnover rate.

Diversity

Diversity refers to differences such as age, gender, ethnicity, language, and disabilities. Cultural differences are manifested in both positive and negative ways in the hospitality industry. Words communicate different

meanings to employees from different cultures. Often language is a barrier to effective communication between persons of different cultures. The background of the individuals greatly affects the meanings and context of communication. Human resources representatives often are called to mediate and resolve any misunderstandings in a positive way.

Ethnic diversity refers to differences among ethnic groups. The job of the human resources division is to encourage an acceptance of diversity that enriches the workplace. Managers must set an example by learning about other cultures and developing ways to encourage teamwork to accomplish common goals. Diversity is part of the hospitality industry and those who desire success need knowledge and skills for working effectively in a diverse environment.

◆ Essential Questions: ◆
Other Components of Human Resources Management

1. What is included in the total compensation package?

2. What role does the human resources division play in regards to managing diversity?

3. What can human resources managers do to decrease the high turnover rate of employees in the hospitality industry?

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Chapter Highlights

- The human resources division directs and coordinates the human resource needs of the hotel staff. As the phrase suggests, human resources is the business of managing the most important resource used by the hospitality industry–humans.

- Because of the high turnover rate in the hospitality industry, the human resources director is vitally important to the entire hospitality operation. The human resources director must be a "people" person and be able to communicate effectively with a diverse group of employees.

- The hiring process includes advertising positions, managing the application process, checking references, interviewing, and extending offers of employment to desirable candidates.

- Discrimination in the workplace means that employment decisions are made based on reasons other than on the person's qualifications or performance. The purpose of anti-discrimination laws is to ensure that qualified individuals are allowed to gain employment based on their qualifications for the job.

- Any new employee must be trained. Even if the employee has experience, he or she will need to learn about the facilities and policies of the new employer. Human resources oversee the training of new employees by providing some of the training themselves and coordinating with managers and experienced employees to provide the rest.

- The human resources division is responsible for maintaining employment records. Businesses maintain detailed records on employees for many reasons, one of which is to be able to provide documentation in cases of lawsuits or insurance claims.

- Benefits are "extras" provided for employees outside of their salary or wages. Benefits include health insurance, pension plans, disability insurance, paid vacation, paid sick leave, and employee discounts.

- A performance evaluation or appraisal is done by the human resources division and/or the employee's supervisor. It is a measure of how well the employee is doing his or her job. Performance evaluations are done on a regular basis, at least annually.

- Diversity refers to differences such as age, gender, ethnicity, language, and disabilities. Cultural differences are manifested in both positive and negative ways in the hospitality industry.

Chapter 11

Safety and Emergency Procedures

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1D Evaluate considerations and accommodations for employees and guests with special needs.

1F Describe the impact of technological innovations on the hospitality industry.

2D Evaluate the relationship between employee responses and guest satisfaction.

4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.

11F Analyze the relationship between the security division and front desk operations.

11G Outline procedures for the safety and security of guests and employees.

Chapter Vocabulary

cardiopulmonary resuscitation (CPR)
chaseways
chest thrusts
Class A fire
Class B fire
Class C fire
codes
contingency plans
dressing
emergency meeting locations
evacuate
hazard
Heimlich maneuver
obstructions
Occupational Safety and Health Administration (OSHA)
paramedic
sanitation
shock
workers' compensation insurance

Owners and managers of hospitality facilities are concerned about the safety of guests and employees. They also are required by federal law and local government codes to provide a safe environment for guests and a hazard-free workplace for employees. Hospitality facilities show concern and desire to provide good service by following these codes and laws for the welfare of guests and employees.

SAFETY

Today, hospitality facilities are held liable for injuries that occur to customers regardless of whether the incident is major, minor, or the fault of the business. Liability is the legal responsibility or obligation for loss or damage. Hospitality facilities must take adequate measures to prevent possible injuries to customers and employees, or they could face disastrous legal results. Businesses normally carry liability insurance and workers' compensation insurance for protection against the potentially high cost of accidents and injuries. ***Workers' compensation insurance*** is insurance that provides payment to employees who are injured as a result of their employment.

By signing a hotel register, the guest enters into a binding contract with the hotel in which the hotel is responsible for providing a clean, safe, and secure place for the guest to stay in return for the guest's payment for the lodging. Guests expect safety, sanitation, and security. ***Sanitation*** is the practice of maintaining healthful conditions. Foodservice operation customers expect the same.

Most hotels and foodservice operations have ***contingency plans***, which are plans for handling unforeseen conditions. Employees are required to know the documented plans and participate in periodic drills. Many hospitality businesses include emergency plan procedures as part of each new employee's training and orientation.

Hotel and foodservice operations should maintain an element of readiness so that all employees are prepared to properly handle emergencies. Enforcing safety rules and having occasional drills keep employees prepared. It is easy to focus on the everyday operations of a business and to forget about emergency plans and drills. The way an emergency is handled at the beginning greatly affects the outcome of the situation. Employees must know how to handle emergencies calmly and without hesitation to effectively calm customers, lead people to safety, avoid further injuries, limit liability, and control property damage.

Owners, managers, and employees are responsible for making sure their hotels or foodservice operations comply with local government codes and federal safety regulations at all times. These regulations or rules by which conduct is directed, and ***codes***, a set of principles of conduct, exist to help businesses prevent safety hazards and accidents. A ***hazard*** is a potentially dangerous condition. The ***Occupational Safety and Health Administration (OSHA)*** is a government agency that enforces safety regulations. OSHA and other agencies frequently inspect businesses to make sure they are complying with safety and health codes and regulations.

Employees of hospitality businesses can help maintain safety standards by doing the following:

- observing safety rules and procedures
- identifying and reporting hazards, such as property damage and unsafe and insecure conditions
- knowing the location of emergency equipment and how to use it
- knowing emergency procedures and escape routes (often exits are identified as being safe for use in emergencies)

Employees should report hazardous conditions to their supervisors and the engineering departments. Hazardous conditions create loss or injury and must be repaired immediately. Possible hazards that occur in hospitality facilities include the following:

- broken equipment, lights, locks, electrical outlet covers, and glass
- burned out lights
- leaks
- worn-out electrical cords
- slippery floors and walls
- damaged floors, furniture, walls, ceilings, handrails, doors, and windows
- items or conditions that could cause a person to stumble
- missing or damaged fire extinguishers
- fire extinguishers that need to be recharged
- cloudy peepholes or the absence of peepholes in guest room doors

Often businesses require employees to serve on safety committees. These committees check various departments regularly to identify hazardous conditions and unsafe work habits. The safety committee members also set goals and plan safety training for all employees. Examples of conditions committees might address are fraying rugs and exposed electrical cords that could cause tripping, fire hazards, splinters, or loose parts on furnishings that could cut someone or rip clothing.

◆ **Essential Questions:** ◆
Safety

1. Why are regular safety drills important?
2. What are some ways employees can help maintain safety standards?
3. What is a contingency plan? How can it affect emergency procedures?
4. What is OSHA?
5. What are the goals of a safety committee?

JOB-RELATED ACCIDENTS

The most common job-related accidents involve falls and cuts. A variety of conditions result in accidents on the job. Most accidents can be prevented. Common causes of accidents include carelessness, negligence, failure to follow rules and policies, improper use of equipment, and fatigue.

Causes of Accidents

Carelessness. Falls are usually caused by spills, slippery or wet floors, ***obstructions*** on floors (items that block or hinder passage), clumsiness, poor lighting, running, loss of footing on stairways, lack of attention, failure to use safe ladders, over reaching, intoxication, and drug abuse.

Negligence. Businesses can be found negligent for some of these causes of accidents, such as slippery or wet floors, poor lighting, or serving too much alcohol to a guest. Falls on greasy or wet floors and stairways can be serious. To prevent accidents, employees are required to clean up spills and remove grease spills immediately upon discovery or as they occur. Management and employees also are required to make sure

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areas are well lighted, handrails are securely in place and properly maintained, and obstructions are removed.

Failure to Follow Rules and Policies. Swimming pools and hot tubs are high-risk areas for injuries at hotels. However, managers know that these amenities attract business and implement policies to ensure safety of hotel guests.

Hotels post signs informing guests of pool rules and safety requirements. All hotel personnel are responsible for monitoring guest's actions in pool areas for the guest's safety and the hotel's protection against liability claims. Most swimming pool rules include the following:

- No lifeguard is on duty.
- Swim at your own risk.
- No children are allowed in pool area without adult supervision.
- Glass or metal containers are not allowed in the pool area.
- Shower before entering the pool.
- No running, jumping, diving, or rough play in the pool area.
- Do not play with safety equipment.

Improper Use of Equipment. Accidental cuts occur from dull knives, cutting equipment, broken glass or dishes, sharp corners or edges, and falling objects. Other common accidents include burns, shocks, and explosions. These accidents are caused by touching hot surfaces and objects, touching boiling liquids and foods, spattering of hot grease, storing flammable materials near an open flame, wearing loose-fitting garments near a flame, disposing of smoking materials carelessly, using the wrong type of fire extinguisher, operating faulty electrical equipment, handling electrical cords and appliances improperly, and lighting gas stoves and ovens carelessly.

Frequent accidents or injuries occur when employees do not handle equipment properly. For example, room attendants might develop skin rashes by not using rubber gloves as instructed when working with cleaning chemicals.

Employees should be trained to handle equipment properly to obtain the most efficient use of the equipment and to prevent accidents. Hotel managers are responsible for monitoring employees and enforcing guidelines and procedures for proper handling of equipment.

Fatigue. A number of activities cause bodily strains and bruises. Fatigue is weariness caused by exertion or stress. Fatigue also causes accidents. Activities that cause fatigue includes carrying overloaded trays, lifting heavy objects improperly, carrying loads incorrectly, lack of proper rest, and working too many hours without a break.

Prevention of Accidents

Requiring employees to develop safe work habits can help to prevent accidents. Observing work areas for potential hazards and following safety procedures also help to prevent accidents. Employee efforts toward accident prevention reduces the chance of accidents occurring to themselves and to guests.

Observing Work Areas for Potential Hazards. When a problem is discovered, such as a tear in a rug, it should be reported immediately to a department manager or supervisor and to the engineering department for repair. Employees should watch for potential hazards like the following:

- poor lighting in hallways, stairways, walkways, steps, parking lots, and public areas
- locked or unmarked exit doors and stairways
- poor instructions to guests about location of exits

- blocked walkways
- overgrown landscaped areas that obstruct walkways, block views, and provide hiding places for criminals
- loose railings and ceiling tiles that can come apart, fall, and injure guests and employees
- poorly maintained room security measures such as damaged or inoperative locks, lack of secondary locks, lack of room key control system, lack of peepholes, and lack of smoke detectors or defective smoke detectors
- frayed or worn electrical wires and appliances

A hotel or foodservice operation's exterior should be maintained to prevent accidents. The maintenance department is responsible for correcting the following problems:

- poor lighting on patios, stairwells, sidewalks, pathways, steps, public areas, and parking lots
- broken or fallen fences around swimming pools and hot tubs
- ice or snow on walks, stairways, and steps
- broken or insecure handrails along walkways, steps, and stairways

Following Safety Procedures. Employees and guests can avoid accidents by being careful and by observing safety procedures such as those described in Table 11.1.

◆ *Essential Questions:* ◆ *Job-Related Accidents*

1. What is the cause of most accidents?
2. What are the most common job-related injuries?
3. How can employees help prevent accidents?
4. How does fatigue cause accidents? Give two examples.

FIRE EMERGENCIES

Emergency situations require calmness, smart thinking, and quick action. In the hospitality services industry, emergency situations may involve large numbers of guests and employees. To ensure safety for everyone, emergency plans should be established and practiced before an emergency situation occurs. A hospitality services business should have emergency plans that describe fire prevention techniques, employee responsibilities, procedures for evacuation, procedures for extinguishing different types of fires, and procedures for reporting fires.

Employee Responsibilities During Fire Emergencies

Employees must always be prepared for the possibility of a fire anywhere in the buildings or on the grounds. Employees must know their assigned fire emergency duties and how to perform the emergency tasks. They also should know the locations of all fire

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Accident Prevention

Burns

- Wear close-fitting clothing in food preparation areas.
- Use thick, dry hot pads or mitts when handling hot utensils.
- Lift utensil covers away from the face to allow steam to escape before removing the cover or lid.
- Wait until steam has escaped before opening a pressure cooker.
- Turn pan handles away from the front of cooking equipment to prevent accidental tipping.
- Keep flammable materials (linens, oils, and aerosol products) away from open flames.
- Get help to handle hot, heavy containers.
- Avoid overflowing containers with hot liquids.
- Open oven door slightly to let out heat and steam before putting face and arms near it.
- Do not reach into oven; pull out oven rack and then remove container.

Fires

- Inspect fire systems two times a year. (Fire systems include smoke and heat detectors, fire alarms, fire extinguishers, fire hoses, fire panels, and sprinkler systems.)
- Keep fire extinguishers near cooking, trash, and electrical areas.
- Do not leave electrical heating appliances, such as irons, unattended.
- Do not allow unattended electrical heating appliances to touch nearby items when hot. Nearby items will burn, melt, or possibly create a fire.
- Make sure burned out matches are not smoldering (burning or smoking without a flame) when thrown into trash cans.
- Extinguish smoldering items by smothering and wetting them with water.
- Keep range, ovens, and hoods free from grease.
- Wipe up spilled oil or fat with a paper towel, then clean the surface with detergent and water.
- Avoid overheating fats by using a thermometer to check the temperature or use equipment with a thermostat.
- Do not overfill a utensil with fat or oil.
- Never leave hot fat unattended.
- Cover fat spilled on the floor with salt, then clean it up.
- Never use water or flour to quench, or extinguish, a grease fire.
- Never try to carry a pan with burning contents to another location.
- Never put cold, wet food into hot grease. The combination will cause grease to splatter or boil over and possibly catch fire.
- Store combustibles away from heat sources and in metal containers. Combustibles are materials that catch fire easily. They are not used in engineering/maintenance, housekeeping, kitchens, restaurants, etc.

⇨ ***Table 11.1***

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Accident Prevention

Gas Explosions

- Check to see that the pilot light is on before lighting a range, water heater, dryer, or other gas appliance.
- Turn on exhaust fans before lighting gas appliances.
- Open an oven door before striking a match and lighting to allow any gas to escape.
- Strike the match before turning on the gas and lighting the oven.
- Check to see if the pilot light is on if there is a smell of gas upon entering a kitchen.
- Open windows and report a possible leak to the gas company if pilot lights are on and there is still a smell of gas.
- Do not light matches, turn on electrical equipment or lights, or cause any spark or flame until the source of gas odor has been determined and corrected.

Electrical Shock

- Be sure electrical cords are in good repair.
- Never pull on an electrical cord when disconnecting from outlets; grasp the plug.
- Unplug electrical equipment from the wall outlet first, then disconnect the cord from the equipment.
- Never handle electrical equipment while hands are wet or while standing in water.
- Wear rubber-soled leather shoes to prevent electrical shocks and burns from hot spills.
- Make sure an appliance is turned off before it is plugged into an electrical outlet.
- Unplug electrical equipment before cleaning it.
- Report any faulty electrical equipment or outlets promptly.
- Do not allow guests in or near outdoor swimming pools or hot tubs if lightning or thunderstorms are approaching or are present.
- Do not use aluminium ladders near electrical sources.

Back Strain

- Lift heavy objects by squatting to the level of the object with feet apart and knees bent. Move objects close to the body and rise by straightening knees gradually and keeping the back straight. Do not bend over to lift objects.
- Reverse the lifting procedure to set objects down. Keep the back straight and the object close to the body. Keeping feet apart and legs straight, begin lowering the object gradually by bending the knees slowly.
- Do not overload trays, carts, or arms.
- Balance the weight on trays carefully.
- Carry trays correctly.
- Get help to lift and carry heavy objects.
- Store heavy items on lower shelves.

⇨ Table 11.1, cont'd.

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Accident Prevention

Falls

- Keep floors clean, dry, and free from obstructions.
- Clean up spills or slippery areas from floor immediately.
- Walk, instead of run, through corridors.
- Wear low-heeled, closed-toed, comfortable work shoes with rubber soles.
- Keep work areas and walkways clear and neat.
- Use a sturdy stepladder for reaching objects on high levels; never use a chair. Do not use aluminum ladders near electrical sources.
- Avoid overreaching.
- Watch path and be aware of upcoming changes or obstacles in pathway, especially around corners and through doors.

Fatigue

- Get plenty of rest each day.
- Eat a nutritious diet.
- Practice good posture.
- Take rest breaks.
- Use time and energy-saving work methods.
- Become organized.
- Develop and maintain a positive attitude toward work and life.
- Develop good relationships with co-workers.
- Leave personal problems at home.

Cuts

- Discard chipped or cracked glasses and dishes.
- Sweep up broken glass or dishes immediately.
- Pick up glass splinters with a damp paper towel and discard.
- Do not pick up broken pieces of glass with hands.
- Put broken glass in a separate trash container or wrap in newspaper before placing in trash container.
- Never use hands to locate broken pieces or glass in dishwater; drain the sink instead.
- Discard open cans and their lids promptly.
- Smooth sharp edges with a file.
- Avoid knife cuts as follows:
  - Keep knives sharp. Store them in a knife rack or in slots in a drawer.
  - Use the proper knife for the job.
  - Pick up knives by the handle and always carry them with the point down and cutting edge away from the body.
  - Make cutting motions away from the body and away from co-workers. Use a cutting board when possible.
  - Curl the fingers like a claw to keep them away from the knife's blade when holding an object that will be cut.
  - Store knives properly. Do not leave knives where they cannot be seen or where they do not belong.
  - Quickly move out of the way if a knife falls; do not try to catch it.

Table 11.1, cont'd.

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Accident Prevention

Hazardous Chemicals

- Remember that chemicals include all types of cleaners, detergents, and soaps.
- Be familiar with Material Safety Data Sheets (MSDS) on all chemicals used. MSDS provide a summary of information, instructions for use, and safety information for chemicals.
- Follow instructions for mixing and diluting chemicals.
- Use proper dilutions of all chemicals.
- Use appropriate protective gear, such as gloves and goggles, when using or handling chemicals. Never mix two chemicals together.
- Never use chemicals around lit cigarettes or open flames.
- Do not smell or taste chemicals.
- Use chemicals with strong fumes in well-ventilated areas only.
- Store chemicals in tightly sealed containers.

⇨ ***Table 11.1, cont'd.***

exits, fire extinguishers, and emergency meeting locations. ***Emergency meeting locations*** are designated places to meet in the event of an emergency. Regular fire drills help employees review procedures, and receive updated information on any new equipment. Training sessions and emergency drills help employees prepare for emergencies and give new employees the chance to practice and learn what is expected of them.

Fire-related responsibilities should be included in each employee's training, and drills should be practiced regularly. It is an employee's responsibility to the guests and the business to know what to do and how to do it efficiently. Employees need to respond to fire emergencies calmly. They should notify the front desk immediately if a fire is discovered. Some employees, if not all, should be trained to operate fire extinguishers and alarms and to perform ***cardiopulmonary resuscitation (CPR)***. CPR is a procedure used to stimulate oxygen-containing blood to flow to the brain and to other body tissues when the heart has stopped beating.

All managers and employees must know a property's fire contingency plan and the responsibilities of each employee in case a fire is reported. In an emergency, employees are instructed to perform their tasks efficiently and quickly, and to report to emergency meeting locations for roll call. When individuals panic or become confused, unnecessary injuries often occur. Room attendants, front desk personnel, engineering personnel, managers, foodservice operation employees, and kitchen employees have special duties.

Room Attendants. In hotels, room attendants usually are busy cleaning their assigned blocks of rooms when fires occur during the day. If a fire does occur, room attendants are responsible for reporting the fire. Although certain hotel staff members are appointed to perform emergency tasks, room attendants may be asked to help with the following:

- Alert all guests in their blocks of rooms.
- Direct guests to fire exits and safety.
- Check all rooms to be sure guests are evacuated and directed to exits and emergency meeting locations.

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- Close all the doors and windows of each room. Guests should be asked to do this before leaving their rooms.
- Report to emergency meeting locations for roll call and for further instructions.

Room attendants are trained to pull fire alarms and notify the front desk regarding the location of a fire. Their job is not necessarily to put out the fire or perform CPR. However, if room attendants are trained to use fire extinguishers or perform CPR, they may perform these duties. Otherwise, hotel staff members trained in these procedures perform them.

Front Desk Personnel. Front desk personnel act as the information center of the hotel during a fire. Depending on each hotel's policy, front desk personnel may stay at their stations during the fire unless they are in immediate danger. If they are in danger, they gather cash register listings, computer back-up tapes or disks, credit card charge slips, current guest registry listings, and all keys from the front desk and meet at the designated emergency meeting location. The front desk personnel give their gathered items to the general manager or front desk manager.

Whether or not the front desk personnel leave or stay in the hotel, they first should prepare a list or gather an existing list of registered guests in the hotel. With this list, management can locate and verify the location of each guest either by calling roll at the emergency meeting location or double-checking rooms after hotel guests have been evacuated. To ***Evacuate*** means to remove or empty for protective purposes.

Engineering Personnel. The employees of the engineering department serve as technical advisors during a fire. They are responsible for their particular areas of chaseways and for helping the fire department. ***Chaseways*** are the hall-like spaces that connect the backs of two rows of rooms and house all the plumbing and electrical panels. Chaseways are kept locked. Maintenance personnel must unlock chaseways so that firefighters may enter and extinguish fires.

Engineering personnel assist the fire department by supplying firefighters with information about how electrical items are wired, where fire hoses and water hydrants are located, and where electrical panels are located. The engineering staff has knowledge and diagrams of all electrical, heating, air conditioning, and plumbing systems within the hotel.

Managers. An important task of a general manager is to communicate with the news media reporting on the fire. Reporting misinformation can easily ruin a hotel's reputation. Employees should not answer questions; they should refer all questions to the general manager.

In large hotels, all department managers usually meet at the front desk when a fire alarm is sounded. They learn information about the fire, and then they monitor their assigned fire exits. Their job is to make sure their assigned sections of the hotel are completely evacuated. After they have confirmed that everyone is out of the hotel, managers meet at emergency meeting locations to verify the presence of employees and guests. All managers should be trained to use fire extinguishers, perform CPR, and determine types of fire extinguishers needed for different types of fires.

A hotel's policy dictates whether or not the general manager remains at the front desk. The general manager may remain at the front desk to direct guests and employees and to answer questions unless that area is in danger. The manager also may go to emergency meeting locations to meet with supervisors, guests, and employees.

Foodservice Operation Employees. Employees of foodservice operations are responsible for evacuating patrons from restaurants, bathrooms, and adjacent meeting rooms. The banquet department is responsible for vacating people from banquet rooms, restrooms, and banquet closets. They are also responsible for giving patrons directions to exits and emergency meeting locations.

Some foodservice operation employees are responsible for removing cash, business books, invoices, inventory lists, and photographs from the premises when evacuating for fires or other emergencies. Business books include checkbooks, payroll records, bookkeeping ledgers, and journals, and computer backup disks or tapes. These items should be kept in one fireproof location for easy emergency removal.

Kitchen Employees. Personnel that work in the kitchen are responsible for evacuating staff from the kitchen and for meeting them at emergency meeting locations. If there is a grease fire in the kitchen, stoves and grills usually have self-activated chemical dumps in the exhaust hood system to extinguish the fires. The chemical dumps are activated by a heat detector. Other heat detector equipment also is installed in the kitchen.

Reporting Fires

Employees should know the location of all fire alarms. Emergency telephone numbers, including the fire department's number, should be posted near telephones and on the inside covers of telephone directories. In large hospitality facilities, the switchboard operator or PBX operator should be notified so that he or she can call the fire department. The fire department needs the following information:

- the name of the person reporting the fire
- the name of the business
- the address of the business
- the type of fire
- the location of the fire within the building
- the size of the fire

An employee should never try to extinguish a fire alone unless the fire is small and the employee is trained to use a fire extinguisher. The manager on duty should be notified for help. Small fires can become large fires quickly depending on the environment and the initial actions of the individuals fighting the fire.

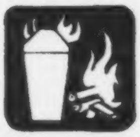
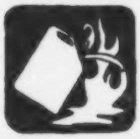
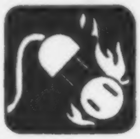
Many hotels have control panels located in the front desk area. The control panel has a floor plan with indicators of each heat or smoke alarm. Hotel management can look on the control panel to see the location of the alarm that has sounded. Hotel management and security personnel determine if the alarm is legitimate and determine the location of the fire.

Evacuation

Employees and guests should reach emergency-meeting locations quickly so managers can verify their safety. Employees may be given additional duties at this time. Department managers should know exactly which employees are on duty to accurately account for them.

Hotels that have guest room doors leading to the outside of the building have fewer problems with guests being trapped inside rooms and corridors than hotels that have guest room doors leading into interior hallways with limited exits. In hotels with doors leading into interior hallways, directions to fire exits should be available in many areas.

Types of Fire Extinguishers

Label	Pictogram	Type of Fire
A		*Ordinary Combustibles* Fires in paper, cloth, wood, rubber, and many plastics, require a water type extinguisher labeled A.
B		*Flammable Liquids* Fires in oils, gasoline, some paints, lacquers, grease in a frying pan or in the oven, solvents and other flammable liquids, require an extinguisher labeled B.
C		*Electrical Equipment* Fires in wiring, fuse boxes, energized electrical equipment, and other electrical sources, require an extinguisher labeled C.

⇨ *Figure 11.1*

Exits should be marked clearly so that everyone can find them.

Employees should keep walkways leading to exits clear by pushing work carts out of the way and next to the wall. Fire extinguishers, fire alarms, and equipment or debris should not block fire hoses.

Extinguishing Fires

Security personnel in large hotels are equipped with two-way radios connected with the front desk two-way radio. Many small hotels do not have a security department. Security personnel are trained to perform CPR, use fire extinguishers, identify types of fires and fire extinguishers, and determine treatment needed for each type of fire. Security personnel report to the fire's vicinity, determine and report its exact location, and decide whether or not to call the fire department. When firefighters are called, security personnel meet them and direct them to the fire.

Fire extinguishers are portable containers filled with chemicals and water for use in putting out small fires. The higher the number rating on the fire extinguisher, the more fire it extinguishes. Ratings range from 1 to 240.

Fires are classified into the following three categories:

- ***Class A fire*** - wood, paper, rubbish
- ***Class B fire*** - gas, grease, paint, lacquer, other flammable liquids
- ***Class C fire*** - electrical equipment

Fire extinguishers are made to extinguish small fires and are labeled for the class of fire for which they should be used. Most fire extinguishers have the letter classification and pictures to indicate the type of fire for which it should be used. Figure 11.1 identifies types of fire extinguishers that should be used to extinguish the various types of fires.

Using the wrong type of fire extinguisher on a fire might cause the fire to become worse. For example, using a type A water fire extinguisher on a class B grease fire or a class C electrical fire would make the fire spread, cause electric shock, or cause electrocution. Many fire extinguishers use multipurpose chemicals and are labeled ABC. These fire extinguishers extinguish most types of fires. Employees trained to use fire extinguishers should take a charged fire extinguisher to the fire immediately.

Using a Manual Fire Extinguisher

A manual fire extinguisher is a storage container for an extinguishing agent such as water or chemicals. It is designed to put out a small fire, not a large one. High-rated extinguishers are often the heavier models, but this is not always true.

Foodservice employees should know where fire extinguishers are located, for what type fire each extinguisher is suitable, and how to use each type before a fire occurs. Without having this information, however, the general rule is to use the fire extinguisher closest to the fire and follow the direction on the extinguisher. If properly located, the fire extinguisher closest to the fire is the most suitable for putting out the type of fire expected to occur in that area. For example, extinguishers suitable for putting out grease fires would be located in the kitchen near the range or grill. Extinguishers suitable for putting out rubbish fires would be located where trash is collected. See Figure 11.2 on the PASS system for using a fire extinguisher.

Using a Fire Extinguisher: PASS

◆ To use a fire extinguisher, one should think of the word ***PASS*** and follow these general directions:

1. ***PULL*** the pin. Some units require the releasing of a lock latch, pressing a puncture lever, or other motion.
2. ***AIM*** the extinguisher nozzle (horn or hose) at the *base* of the fire.
3. ***SQUEEZE*** or press the handle.
4. ***SWEEP*** from side to side at the base of the fire until it goes out. Shut off the extinguisher. Watch for a reflash and reactivate the extinguisher, if necessary.

⇨ *Figure 11.2*

Most foodservice operations are equipped with automatic fire extinguishing systems to prevent major disasters. These systems include sprinklers in dining, storage, and serving area ceilings and dry chemical dumps in automatic kitchen exhaust hood systems over grills and ranges. All fire-extinguishing systems are automatic and heat activated. However, range and hood systems can also be activated manually if they fail to work automatically. These systems need to be checked regularly by the fire department inspector.

Employees should try to keep the fire located in one area by closing all doors and windows around the fire. This keeps the fire from spreading quickly because it eliminates oxygen in the room. If time allows, oxygen can be further eliminated by sealing the bottom of doors with wet towels.

Other ways of eliminating oxygen include the following:

- Use a fire extinguisher to put out the fire.
- Smother the fire with a fire blanket.
- Drown the fire with water. Drowning a fire with water does not work for all types of fires. Water works on paper, wood, cloth, and ashtray fires.
- Douse the fire with baking soda.
- Cover a fire in a pan with a lid.

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When trying to extinguish a fire, employees should remember to keep an escape route open in case the fire increases in size. People should never reach over fires to get an extinguisher, water, or baking soda because this could cause clothing to catch fire or cause bodily burns.

Fire Prevention Techniques

Fire emergency systems in hospitality service facilities should be inspected at least two times a year. These systems include smoke and heat detectors, fire alarms, sprinkler systems, fire hoses, kitchen exhaust hoods, chemical dumps, and fire extinguishers.

A federal law requires hotels to provide charged smoke detectors in every room. Most states now require sprinkler systems to be installed in every hotel room. These laws were passed after several fatal fires occurred in large hotels that had few escape routes.

As precautionary measures, fire departments limit the number of people allowed in public rooms and require a certain ratio of fire extinguishers to rooms. Fire department inspectors also check to be sure: that fire extinguishers are charged; that fire exits are clearly marked, unobstructed, and unlocked; and that walkways and fire equipment sites are unobstructed.

◆ Essential Questions: ◆
Fire Emergencies

1. Why is the use of an emergency meeting location important?
2. What are the responsibilities of employees in a fire emergency?
3. Can any fire extinguisher be used on a fire? Why?
4. What are the three types of fire extinguishers?
5. What is meant by PASS? Explain the procedure.

FORECAST

WEATHER EMERGENCIES AND DISASTERS

Thunderstorms and lightning, tornadoes, hurricanes, blizzards, earthquakes, flooding, and interrupted utility service are emergencies with which hospitality facilities must contend. In new employee training, many businesses include information about the procedures for weather emergencies or disasters.

The National Weather Service is a division of the Department of Commerce that gathers and compiles data on weather conditions over the United States. Weather service personnel use information from weather radar, satellite, lightning detection, spotters, and military sources. The National Weather Service issues weather alerts that are reported on television, radio, and weather alert radio. A weather alert radio produces high-pitched signal and station broadcasts solely for the purpose of alerting people of upcoming weather problems. These warnings are also relayed to local emergency management and public safety officials who can activate local warning systems to alert communities and businesses. Businesses who use weather radios stay tuned to the weather alert radio, other radio stations, and television stations to keep up with the latest weather developments in the area.

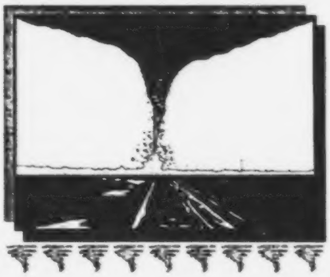
Thunderstorms and Lightning

The National Weather Service also issues thunderstorm warnings and thunderstorm watches. Thunderstorm watch means conditions are likely for a thunderstorm to occur. A thunderstorm warning means spotters have reported thunderstorms or they are indicated by Doppler radar. Advanced weather radar called Doppler radar, is being deployed around the United States and is capable of seeing "inside" a thunderstorm to detect hazardous weather conditions. New storms usually form along the leading edge of the storm's cool-air outflow and can be easily detected by Doppler radar. Warnings indicate imminent danger to life and property to those in the path of the storm. Television stations usually place a symbol on the screen to alert viewers to the watch or warning. The number one thunderstorm killer causing nearly 140 fatalities each year is flash flooding. Most flash flood deaths occur at night when individuals get trapped in automobiles.

During thunderstorms, individuals should stay away from windows, move to a sturdy building or car, and keep radios and television sets turned on. Telephone use during thunderstorms can be dangerous because if lightning has hit telephone lines, it sends electrical currents through the lines. Telephones should be used only in case of emergency.

Tornadoes

The National Weather Service issues two types of reports on tornadoes. A tornado watch means conditions are favorable for tornadoes to develop. A tornado warning means a tornado has been sighted, either visually or by weather radar, and those individuals in the area must take shelter immediately. In areas where tornadoes are more common, television stations usually place a symbol on the screen alerting viewers that a watch or warning has been issued.



Safe places for taking shelter during a tornado include the following:

- tornado shelters
- cellars
- underground excavations
- interior rooms
- substantial steel-framed or reinforced concrete buildings

Most hotel and foodservice operations' tornado plans are similar to their fire plans. Instead of gathering at emergency meeting locations outside the building, everyone gathers into interior, low-level rooms or corridors inside the building.

When a tornado watch is issued, a hotel employee or operator alerts the management team. Word is spread to employees so that

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they remain alert and ready in case of emergency evacuation. When a tornado warning is issued, all managers meet to receive instructions, then assist in the evacuation of guests to building interiors.

Tornadoes often occur at night when all managers are not present at the hotel. If it is safe to travel, many hotels require managers to go to the hotels to assist with a possible evacuation.

During tornado warnings, employees are responsible for the same areas they are responsible for in fire situations. They alert and direct the guests to emergency meeting locations. As they evacuate guests, they check all rooms to make sure all guests have been evacuated. They also try to help guests remain calm.

Guests of all hospitality operations remain at emergency meeting locations until weather sources determine that the danger has passed. At that time, management usually makes an announcement to guests and employees that the danger has passed and that their cooperation is appreciated.

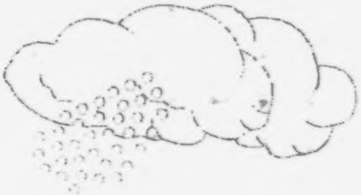
Hurricanes

Hurricanes pose occasional threats of widespread damage to coastal areas where many hotel and foodservice operations are located. Often entire cities are given evacuation alerts. Usually, enough warning is given to evacuate these operations before the storm approaches. However, each hospitality facility should have an emergency plan to use in case a hurricane strikes suddenly or is more severe than predicted.

After guests are evacuated, employees prepare the building for the approaching hurricane. Windows are boarded or taped to prevent glass breakage and to prevent interior damage from winds, tides, and flying debris. Outdoor equipment is stored and locked inside the buildings. Power and water are turned off and buildings are locked. After building preparations are made, employees evacuate the area before the storm hits. Afterwards, employees return to help repair damage, clean up the facility, and assist with preparations to reopen for business.

Blizzards

Blizzards are most common in the northern part of the United States. They can occur without warning throughout most of the country. People who live in areas in which blizzards are least expected are usually least prepared for the emergency.



The results of a blizzard include closed roads, stalled traffic, and broken power and telephone lines. To be prepared for a blizzard, the management of a hospitality facility should be aware of weather conditions at all times and employees should have advanced training for handling emergency conditions.

Earthquakes

Earthquakes occur without warning and last only a few seconds or minutes. The greatest danger of earthquakes is from falling objects. Parts of buildings may crack and crumble. The sound construction of buildings reduces property loss and is the most valuable preventive measure against earthquakes. As part of their emergency plans, all hospitality facilities should train employees about emergency earthquake procedures.

During an earthquake, individuals should keep away from glass and stay near the center of the building (under heavy furniture if possible). People should not run through buildings where there is danger of falling debris. After the earthquake, the engineering department of a hospitality facility should check utilities to see that all systems are working properly and that there are no water or gas leaks. Management should turn on a radio or television to get emergency instructions. Individuals should not enter damaged buildings. Aftershocks are common and could demolish the building.

Interruptions in Utility Services

One common problem caused by both fire and severe weather is an interruption in utility services. Utility failure occurs as the result of other causes as well. Usually interruption of utility services is only a short-term inconvenience. However, in some instances it may be dangerous. For example, a broken gas main creates a sudden and serious emergency requiring evacuation. Candles and kerosene lamps should not be used in this situation. If there are no gas leaks during a power failure, candles, kerosene lamps, flashlights and generators may be used to provide lighting. Candles and kerosene lamps are potential fire sources.

Panic due to sudden darkness is a hazard in hospitality operations. In foodservice operations, candles used on tables for atmosphere provide light during power failures. If evacuation is necessary, employees should evacuate customers from the building as calmly and safely as possible. Exits should be well marked and free from obstructions.

◆ **Essential Questions:** ◆
Weather Emergencies and Disasters

1. Why are emergency procedures so different for tornadoes and hurricanes?
2. Are earthquakes in the United States only limited to the West Coast?
3. How can a Doppler radar detect an approaching storm?
4. What is the difference between a tornado watch and a tornado warning?

MEDICAL EMERGENCIES

Medical emergencies can happen anywhere and at anytime. Because time is a critical factor in medical emergencies, getting help for a victim immediately is very important.

General Guidelines for Medical Emergencies

Helping the Victim. Upon discovery of someone in a medical emergency situation, employees of hospitality facilities should call someone trained to handle the emergency situation. In hotels, employees call the front office to notify the manager on duty of a medical emergency. The manager immediately goes to the scene of the emergency. All security and management personnel should

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be trained in CPR, the Heimlich maneuver, and first aid.

While the manager on duty goes to the victim, the front desk clerk calls 911, to request emergency medical personnel called paramedics. ***Paramedics*** are emergency medical rescue professionals. At the scene, the manager on duty assesses the situation and performs necessary treatment until paramedics arrive.

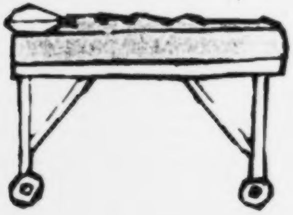
Waiting for Medical Help. While waiting for medical help, the employee assisting the injured victim should do the following:

- Tell the victim that help will arrive soon.
- Stay calm.
- Keep the victim calm.
- Keep other people away from the victim.
- Make sure medical help is on the way.
- Remain with the victim until medical help arrives.
- Find out what happened to the victim.
- Report potential hazards to the front desk for correction.
- Give details of the situation to the general manager.

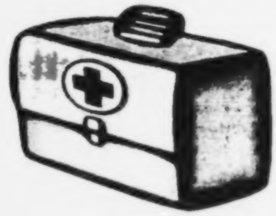
The employee should avoid discussion with the victim about who is at fault for the accident, information regarding insurance coverage, or liability for medical payments. The manager on duty should submit a full report of the incident to appropriate personnel. Lodging and foodservice operations investigate to find the cause of the accident, injury, or illness and how to correct the problem. They are interested in the immediate care of the victim and preventing future problems of a similar nature.

When Medical Help Arrives. When the paramedics arrive, they also assess the situation, determine if the person needs to be transported to a hospital, and begin further emergency treatment. The victim may then be taken to a hospital in an ambulance or another rescue vehicle.

If the victim is taken to the hospital, his or her belongings often are left behind at the hotel or foodservice operation. The facility keeps the items in its care until further instructions are received from the victim or the victim's family.



In times of emergency, hotels and foodservice operations can really express the meaning of hospitality. The management shows compassion toward the victim and family and finds out how to be of other assistance to the people involved. The business often does what it can to make the situation easier. These gestures promote a positive image for the facility.



First Aid for Specific Emergencies

Choking. Choking happens unexpectedly and can be life threatening. Choking occurs when something, such as food, becomes lodged in a person's throat and breathing is obstructed. The person becomes unable to speak and may be unable to move or alert anyone to the problem. Without help, the person could die within a few minutes.

Employees in foodservice operations should stay alert for signs that a customer might be choking. The employee should act quickly and immediately attend to the person.

To determine whether a person is choking or having a heart attack, the employee should ask the person if he or she needs help. If he or she is unable to answer aloud, the person is choking. A heart attack victim can speak. Also, a choking victim is unable to cough or breathe and may turn blue in the face or use a distress signal, such as grasping the throat.

When someone is choking, the airway must be opened quickly. This is done by giving the victim a series of quick, hard thrusts to the abdomen. These upward thrusts push the abdomen in, putting pressure on the lungs and airway. This forces the air in the lungs to push the object out of the airway. These abdominal thrusts are also called the ***Heimlich maneuver***. This technique was developed by U.S. surgeon Henry Heimlich, M.D., as a means to dislodge food or other objects that are blocking the airway in a conscious victim. The following instructions should be followed in administering abdominal thrusts:

1. Stand behind the victim.
2. Wrap arms around the victim's waist.
3. Make a fist with one hand and place the thumb side against the middle of the victim's abdomen just above the navel but below the rib cage.
4. Grab your fist with your other hand and give quick, inward and upward thrusts into the abdomen.
5. Repeat these thrusts until the object is forced out or the victim becomes unconscious.

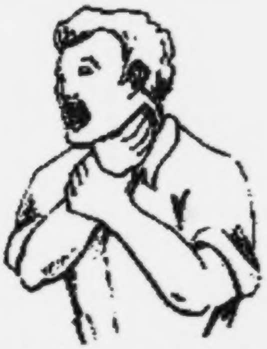
If the choking victim becomes unconscious, the procedures for giving abdominal thrusts to an unconscious victim should be followed:

1. Straddle onto both of the victim's legs.
2. Place the heel of one hand on the middle of the abdomen just above the navel.
3. Place the other hand on top of the first.
4. Point the fingers of both hands directly toward the victim's head.
5. Give quick thrusts toward the head and into the abdomen.
6. After giving five thrusts, lift the victim's lower jaw and tongue with your fingers and thumb.
7. Slide one finger down the inside of the victim's cheek and try to hook the object out. (Be careful not to push it down further.)
8. Give the victim two slow breaths.
9. If you still cannot get air into the victim, repeat thrusts, finger sweeps, and breaths. (Continue this sequence until the object is removed and you can breathe into the victim.)

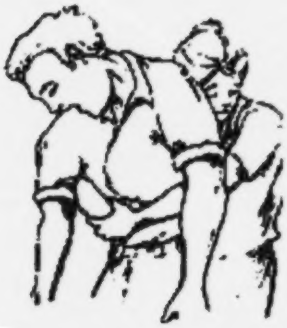
If a conscious victim is obese or pregnant, ***chest thrusts*** should be given instead of abdominal thrusts. Chest thrusts for a conscious victim are like abdominal thrusts, except for the placement of the hands. The following steps are to be followed when giving chest thrusts:

1. Place your fist against the center of the victim's breastbone.
2. Grab your fist with your other hand and give quick thrusts into the chest.
3. To give chest thrusts to an unconscious victim whose airway is blocked, the following procedure should be administered:
    a. Place the heel of one hand on the center of the victim's breastbone.
    b. Place the other hand on top of it.
    c. Give up to five quick thrusts. Each thrust should push the chest down about 1 1/2 inches.
    d. Once you are able to get air into the victim, continue to check the victim by feeling for a pulse.
    e. If the victim is not breathing, give rescue breathing.

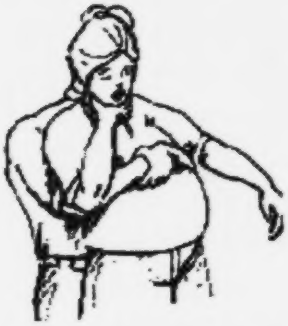
The Heimlich Maneuver



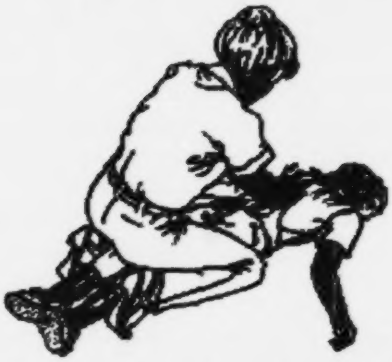
Determine if the person can speak or cough. If not, proceed to the next step.



Perform an abdominal thrust (Heimlich Maneuver) repeatedly until the foreign body is expelled.



Use a chest thrust for obese or pregnant persons.



If victim is unconscious, give quick thrust toward the head and into the abdomen.

⇨ ***Figure 11.3***

f. If the victim does not have a pulse, give CPR.

Abdominal or chest thrusts should be discontinued at once if the object comes out or the victim begins to breathe or cough. Abdominal thrusts and chest thrusts can cause internal injuries. Therefore, whenever thrusts are used to dislodge an object, the victim should be taken to the nearest hospital for follow-up care, even if the victim seems to be breathing without difficulty. Refer to Figure 11.3 for illustration of the Heimlich Maneuver.

If the victim is a child, the rescuer should place the child on his or her back and proceed as recommended for an adult victim lying down, except the rescuer should kneel next to the child and use the heel of one hand to perform the abdominal thrust.

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If the victim is an infant, the rescuer should not apply any measures if the infant can breathe, make sounds, or cough. These signs show that the infant's windpipe is partially obstructed, and that the infant is getting air into the windpipe, which can help expel the object. By interfering with this, the rescuer could make the situation worse by totally blocking the windpipe.

If the infant is unable to make sounds or breathe, the rescuer should use the following procedures:

1. Place the infant face down over forearm with the infant's head lower than its body.
2. Use the heel of the hand to give four back blows between the infant's shoulder blades. The blows should be forceful, but not as strong as blows given to an adult.
3. If back blows do not dislodge the obstruction, the rescuer should turn the infant on its back on the rescuer's thighs with the infant's head lower than its body.
4. The rescuer should apply four rapid chest thrusts by using the index and middle fingers of one hand. The rescuer should place the fingers on the center of the infant's chest just below the level of its nipples and press the chest four times rapidly.
5. If unsuccessful, the rescuer should open the infant's airway by holding the tongue and lower jaw between the thumb and finger, and lifting.
6. The rescuer should look for the obstruction in the infant's throat. The rescuer should only attempt to remove the obstruction if it is plainly visible.
7. If the infant is not breathing by this time, the rescuer should administer two breaths through the mouth or mouth and nose as in artificial respiration. The rescuer also should check to see if the infant's chest rises.
8. If the infant's chest does not rise, the rescuer should repeat the back blows and chest thrusts and have someone call for medical help and an ambulance. CPR may be necessary.

Maintaining Breathing. A person who has stopped breathing may be unconscious and have no breathing movements in the chest or stomach. The person's lips may be blue and pupils may be dilated. A person trained in CPR must begin first aid immediately.

First aid to restore breathing includes the following steps:

1. Begin first aid immediately. Have someone else call for a doctor or ambulance.
2. Check for blockage of the air passage. Use appropriate first aid methods to unblock air passages. These methods may include back blows and abdominal thrusts.
3. Apply artificial respiration (mouth to mouth respiration or mouth to mouth/nose respiration).
4. Continue artificial respiration, including during transportation to the emergency room, until breathing begins or the task is taken over by medical personnel.
5. Treat the victim for shock.
6. Get medical care, even if breathing has been restored.

Burns. Hospitality facilities keep and maintain several first aid supply kits. The person in charge of maintaining the kit should be notified that first aid supplies have been used. That person should restock the kit immediately so those necessary items are available for the next emergency.

Before giving first aid for burns, the degree of the burn should be determined. Burns are classified into three degrees, and each is treated differently.

- ***First degree burn*** - Skin is reddened but unbroken and should be treated by placing under cold water.
- ***Second degree burn*** - Skin is reddened and blisters form. Skin should be treated by placing under cold water and then covered with a dry, sterile dressing. A ***dressing*** is fabric, gauze, or other sterile bandage used to cover and protect a wound.
- ***Third degree burn*** - Skin is partially destroyed and charring is present. This is a severe burn and should not be treated with cold water. Skin should be treated by covering the entire area with a dry, sterile dressing. Call professional medical help or take the victim to a hospital emergency room immediately.

Do not attempt to remove any clothing that is attached to burned skin. No ointment or antiseptic should be used unless ordered by a doctor. Blisters should not be broken.

Cuts and Bruises. Minor cuts should be cleansed with water and left uncovered unless a dressing is needed for protection or to keep out infection. A health care professional should be consulted regarding additional care, such as stitches or treatment of puncture wounds. To avoid contamination or infection, individuals assisting anyone with a cut of any kind should always wear protective gloves.

For severe cuts, bleeding should be stopped first. Professional medical help should be sought for puncture wounds and severe cuts. Shock and loss of consciousness can result from rapid blood loss. The wound should be covered with a clean dressing. A thickly folded clean cloth will help. Apply direct pressure with the hand to the wound. Tourniquets should not be used except in cases of massive hemorrhaging, as with a severed limb.

Most bruises are small injuries. Cold applications should be applied to the area to prevent swelling and to slow internal bleeding.

Shock. ***Shock*** is a serious condition that follows injury or sudden illness It can be fatal. Shock results from a depression of vital body functions, and it is a sign that the body is overstressed. In cases of shock, the blood flow to vital organs is reduced. The victim will probably not be able to breathe well. Every victim of injury or illness should be treated for shock, even if symptoms of shock do not appear. The symptoms of shock include the following:

- pale or blue skin
- cold, moist skin
- weak, rapid pulse
- shallow or deep breathing
- weakness, dizziness, anxiousness, or restlessness
- severe thirst
- nausea

First aid for the treatment and prevention of shock includes the following:

- Get medical help immediately.
- Reassure the patient.
- Loosen the victim's clothing and cover him or her with a blanket appropriate for the environment. The aim is to retain body heat, not add to it. Place a blanket or coat under the victim to prevent chilling. Do not apply a

heating pad, hot water bottle, or electric blanket. These actions could make a victim's condition worse.

- Keep the patient lying flat. Turn the patient's head to one side in case of nausea or unconsciousness. Raise the victim's feet eight to twelve inches unless doing so might further harm an injury. If the victim is having trouble breathing, raise the head and shoulders slightly, unless this action might further harm other injuries.
- If the victim is thirsty, moisten the lips. Do not give fluids if the victim is unconscious, nauseated, has head or abdominal injuries, may require surgery, or if medical help will arrive in less than one hour.

◆ Essential Questions: ◆
Medical Emergencies

1. How do you determine whether a person who is choking needs a glass of water or the Heimlich maneuver?
2. What is the best way to control or stop severe bleeding?
3. What types of injuries can bring on shock?

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Chapter Highlights

- Employees are responsible for knowing documented emergency plans and how to perform emergency procedures. Employees also are responsible for helping their business maintain a hazard-free environment by following safety rules and procedures and by identifying and reporting hazardous conditions.

- Management must provide a hazard-free workplace for employees and a safe environment for customers.

- The Occupational Safety and Health Administration (OSHA) is a federal agency that enforces the Occupational Safety and Health Act of 1970.

- Common causes of accidents include carelessness, negligence, failure to follow rules and policies, improper use of equipment, and fatigue.

- Fires are categorized into three classes: Class A fires are fueled by wood, paper, and rubbish; Class B fires are fueled by gas, grease, paint, lacquer, and other flammable liquids; and Class C fires are fueled by live electrical equipment.

- Before obtaining a fire extinguisher to put out a small fire, check quickly to see that it is charged and that it is the right type of fire extinguisher for the fire.

- To use a fire extinguisher, pull the pin, aim the nozzle, squeeze the handle, and sweep over the base of the fire from side to side. Instructions also are found on the fire extinguisher.

- The National Weather Service provides current weather information on weather alert radios, television stations, and radio stations. This service alerts people to developing hazardous weather conditions, such as tornadoes, thunderstorms and lightning, blizzards, and hurricanes.

- Methods for providing first aid to minor injuries include placing minor burns under cold water, cleansing minor cuts with water and leaving uncovered, and treating bruises with a cold compress to reduce swelling and internal bleeding.

- Third degree burns, puncture wounds, and severe cuts require professional medical care immediately. Pressure should be applied to severe cuts and a dressing should be applied promptly.

- All accidents should be reported to management and recorded. Reports are necessary for OSHA and insurance purposes.

Chapter 12

Marketing and Public Relations

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

8A Describe roles and responsibilities of the departments within the sales and marketing divisions.
8B Display personal qualities and skills required of employees within each department.
8C Describe specific duties of employees in various departments.
8D Perform appropriate tasks according to industry standards.
8E Compare various marketing methods utilized in the hospitality industry.
8F Apply technological innovations to facilitate sales and marketing division operations.

Chapter Vocabulary

action plan
advertising
feeder cities
market
market analyst
marketing mix
positioning
product
promotion
public relations
publicity
sales blitz
sales call

In the past, most hospitality businesses did not recognize the need to prepare marketing plans with promotional and public relations campaign strategies. They just opened their doors, served food, and rented rooms. Now however, more hospitality operations have discovered that they need to establish direction for their businesses. To aggressively gain customers, they must stay ahead of competitors and keep their company names familiar to the public so that when the public needs a hotel or wants to eat out, they will choose the ones most familiar to them. Marketing, public relations, and special promotions help businesses become favorably familiar to the public.

MARKETING

Hospitality businesses need to establish goals through marketing plans in order to attract customers, stay ahead of competitors, and be profitable. In order to develop goals to work toward, research is needed to find out information about the customers. Marketing is a system of business activities designed to plan, price, promote, and distribute products and services to customers. Some hospitality businesses hire a ***market analyst*** who is a professional that is involved in such transactions such as selling and buying properties. A complete analysis of the facility before opening can determine the market value based on the expense costs expected and income potential. Figure 12.1 shows the tasks a market analysis would perform to determine potential revenue, market value, and expenses of a hospitality property.

MARKET ANALYSIS

1. Realize the goals.
2. Research the data.
3. Examine the data.
4. Recommend action.
5. Predict the outcome.

⇨ Figure 12.1

The managers determine the market segment the business plans to attract, what needs these customers have, and other information about the customers. This information helps the business offer the products and services that meet targeted customer needs. Two important components of marketing include the marketing plan and the action plan.

Marketing plans are operational guides developed through research that are used to help a business sell its services or products. These plans are based on an analysis of the product, the market, and the competitors. The ***product*** is the goods, services, facilities, staff, and appeal the business provides. The ***market*** is the hotel or foodservice operation's potential customers. The competitors are other similar businesses that might be in competition for the same prospective customers. The strategies within a marketing plan help a hospitality business attract customers away from competitors by persuading the customers that all their needs and desires can be better met at their facility. ***Positioning*** is a marketing technique that places the product or service in the mind of the potential customer. Positioning a product gives a specific image that distinguishes it from other competition. For example, Motel 6 "always leaves the light on", and Red Lobster "brings out the seafood lover in you." The marketing mix also adds to success. ***Marketing mix*** refers to a formula many hospitality managers use to develop marketing plans. Customer preferences, government regulations, competition, and trends in the industry influence the "right mix" to success. Marketing mix formulas change continually but basically have three components.

Marketing mix components include the following:

- *Communication mix* - how does the hospitality operation communicate its product? (radio, Internet, menu, magazines, TV, billboard, etc.)
- *Product-service mix* - the sum of all food and services offered to customers
- *Presentation mix* - how does the operation present itself (decorations, color, building, uniforms etc.)

Steps to Develop a Marketing Plan

1. Collect information about the customer and community.
2. Create goals that can be measured and decide who and when things will happen.
3. Check out the competition and determine weaknesses.
4. List all possible strategies to overcome weaknesses.
5. Pick the best strategies.
6. Create a timeline and carry out the plan.
7. Evaluate the plan by getting feedback from customers and employees.

⇨ ***Figure 12.2***

A marketing plan, sometimes called a marketing strategy, also identifies specific target markets, states specific objectives, and outlines a means for achieving the objectives. The marketing plan specifies the direction the business will take and the market or customers it will strive to capture. Figure 12.2 lists the steps in developing a marketing plan.

Through research and development of the marketing plan, the business owner and managers analyze their product, the market, and the competition. The marketing plan reveals the business position and its short and long-term goals for the coming fiscal year. Several factors are included in this analysis, including the following:

- the hospitality business' compatibility with the community where it is located
- the quality offered and the methods of improving quality
- the current customers' needs and wants
- the prospective customers' needs and wants
- the best method of meeting the customers' needs and wants with available facilities and equipment
- the best method of getting the business' name to become familiar to present and potential customers
- the status of the economy
- the unemployment rate
- the kind and number of industries entering or leaving town
- the availability of local transportation
- the competition
- the expected convention traffic
- new local attractions

When a business is being planned and developed, these factors about its location should be researched, analyzed, and evaluated.

The marketing plan is the all-encompassing umbrella for marketing the hotel or food operation to all potential customer markets. The marketing umbrella is supported by an action plan made up of promotions, public relations activities, advertising, sales calls, and sales blitzes that help the business sell its product, services, and image.

The ***action plan*** includes the plans for the strategies that the business uses to attain its marketing goals defined by the marketing plan. The action plan incorporates promotions, public relations, advertising, sales work, and sales blitzes as part of its overall strategy to promote the business.

Advertising, sales calls, and sales blitzes are part of the action plan. The action plan may include schedules the business will use for preparing promotional activities, advertisements, and press releases. The plan may also include schedules for buying advertising time from television, radio, print, Internet, and other media. The marketing plan and budget also may indicate how much money will be spent on advertising, sales efforts, and promotions. ***Advertising*** is the action of favorably presenting goods or services for sale to the public using paid announcements publicized or broadcast by the media.

A large percentage of a hotel's business may be from the corporate segment. A hotel manager may notice this trend and contact the corporate office to arrange an appointment for sales call. A ***sales call*** is a personal visit by a hospitality sales manager to a potential customer for the purpose of promoting the hotel or foodservice operation. An explanation of the services that are available for the potential customer is the purpose of the sales call. The two managers discuss travel and foodservice information and the special needs of the company's business travelers. The hospitality sales manager attempts to arrange an agreement in which the company uses the hotel or foodservice facility exclusively in return for special corporate rates and services.

Today's Special

Sales blitzes are similar to sales calls. A ***sales blitz*** occurs when a hotel sales representative, for example, sets up a booth in a local office building and greets corporate business travelers with refreshments and promotional materials as they pass. In conversations with these individuals, the hotel sales representative informs potential customers about how the hotel or foodservice operation can assist them or their businesses with the many services available. The sales representative might offer information about lodging facilities, meeting rooms, convention facilities, conference centers, entertainment, activities, and dining. Often food operations sales managers conduct sales blitzes offering food samples and sample menus to encourage people to try their restaurant for lunch or dinner.

The Role of Marketing

Information learned throughout the marketing process ultimately defines the amenities of a hospitality business. During marketing, managers and owners find out who the customers are, what they need and want, and what actions must be taken to fill their needs and wants. By following the marketing plan thoroughly, the business will be a success. All the focus is typically on the details of the marketing plan.

SERVICE
OUR MOTTO

Information concerning the customers wants and needs is always used in planning advertising programs, sales call procedures, and sales blitzes.

Marketing research gives owners and managers reports on the condition of the market and the competition, the economy, and history of the revenue from the room division, food and beverage outlets, and banquets and conventions. From this information, owners and managers determine if they have reached existing goals and design the marketing plan for the coming year. The management team also makes sales and revenue projections for the coming year, which helps in developing the annual budget.

◆ **Essential Questions: Marketing** ◆

1. Why do businesses need marketing plans?
2. What types of information are gained through market research?
3. How do hospitality sales representatives recruit customers?
4. What is the purpose of a sales blitz?

MARKETING: CONTRIBUTING TO BUSINESS SUCCESS

In marketing, the customer is considered most important. If a business can meet the customer's needs while reaching income goals, then the business is considered successful.

Marketing research contributes to business success by allowing businesses to learn of opportunities to offer products and services. A corporation or owner can develop a new business and marketing plan to fill a gap in the market by providing the missing facility or service.

Responsibilities of Employees

The marketing plan is developed annually about the same time as the annual operating budget is developed. Managers, owners, in-house marketing departments, or marketing/advertising consulting firms develop marketing plans. The marketing plan is the general manager's guide for operating the business.

Small chain and franchise units often rely on their corporate and franchise headquarters to develop and oversee marketing plans for all the units. Individually, the small units would not be as able to compete with larger units without such strong support. The marketing department located at the corporate office location develops the plans and strategies and oversees the small local units to aid in implementation of the strategies at local levels. It is the responsibility of the managers of the smaller facilities to add to these marketing strategies by promoting their own units with sales calls in the local community.

Independently owned facilities, or "Mom and Pop" businesses, have more difficulty in financing marketing efforts of the same scale as their small chain competitors. However, they must do what they can to market their business if they are to compete in the market.

Larger hospitality businesses may also receive corporate or owner instruction and direction in marketing efforts. However, they usually have local staff responsibility for developing documented marketing plans tailored to the needs of the customer. These larger hospitality businesses also have large marketing budgets to fund related activities. These combined efforts result in extensive marketing.

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Each year owners and managers reevaluate and review their operations in order to prepare the annual marketing plan and budget for the coming fiscal year. They fine-tune the product or services offered and review the following aspects of the business:

- quality of service
- quality of food
- quality of the facility
- quality the product
- quality of the atmosphere
- cleanliness

◆ Essential Questions: ◆
Marketing: Contribution to Business Success

1. In marketing, why is the customer considered most important?
2. How do different levels of marketing efforts of small chain hotels, independent hotels, and large hotels compare?
3. What responsibilities do individual employees have in marketing?

PUBLIC RELATIONS

Public relations is communication designed to influence opinion and promote a favorable image, goodwill, or prestige for a company, organization, or individual. Public relations are an image builder for the hospitality business as it strives to promote goodwill within the community and in the perception of the news media. Public relations employees focus attention on the image of the business while the business helps support the community.

Role of Public Relations

Public relations and promotional activities play important roles in marketing a hospitality business. They are used to present the hospitality business and its messages to the community and to potential customers.

Publicity is information about a person, place, or thing that is prepared as a news item to be presented to the pubic by the media in order to gain public attention or support. Although publicity received from good public relations activities often is free, the activities usually are indirect costs to the business. For example, when a business donates a meal or room for a worthy cause and the cause is publicized in the media for free, the business actually has donated the profit it would have received from that room or meal if it had been sold.

In its public relations efforts, a hotel or food operation may be on the forefront of breaking news. It could be news about the exceptional service, charity work, or an event taking place at the business. The business may be the site of the president's speech to citizens of the area, the site of a charity telethon, or the business may be expanding its offerings to reach new markets. All of these occasions would result in publicity by the news media.

Public Relations: Contributing to Business Success

Many hospitality business owners and managers believe public relations and promotion activities are an expense rather than builders of image and future profits. They believe these activities are not worth the expense. However, other managers believe that

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if it helps the image and goodwill, then the business will ultimately grow. These managers believe the following:

- Having an unoccupied room or food not eaten is just as costly or more costly than donating the room or meals for a worthy cause.
- Generous actions toward the community impresses the public.
- When the public is impressed, they remember the business and return as customers.
- When the public is impressed, they refer the business to other potential customers.

Public relations efforts and the resulting publicity keeps the company name familiar to people in the community. This familiarity reminds the public that the business is interested in the community. Sometimes a business receives more referrals and goodwill from a small public relations effort in which the business knows exactly how many people were reached than it can from an expensive paid advertisement in which the business has no actual knowledge of how many people were reached.

Frequently, nonprofit organizations or special interest groups seek assistance or donations from businesses to help with a special activity or cause. These requests might involve financially sponsoring a little league baseball team or donating gift certificates for door prizes at conferences. Many businesses agree to provide assistance because it promotes goodwill for the community, a good public image, and an inexpensive advertisement. Again, the business may receive more benefit from the cost of the gift than from a media advertisement.

Responsibilities of Employees

Depending on the size of the operation, public relations personnel may perform many duties or be assigned specific duties. A public relations person at a large resort might be a social director who plans entertainment and children's programs. Another person may work with convention groups to plan for publicity and special projects.

The personnel in public relations are responsible for creating a favorable image for the business. Public relations personnel in lodging operations usually coordinate holiday or weekend packages, prepare letters that respond to customer complaints, conduct tours of the property, and encourage the media to write about the property. Public relations personnel also write news releases that are sent to the media so that the media covers the event. People who choose public relations as a career are creative and must possess excellent writing skills.

In general, all employees of lodging or food and beverage operations are responsible for practicing public relations. They should help create a good public image by focusing on effective customer relations. Employees should be helpful to customers and accurately follow procedures. Each employee, from laundry room workers to the general manager, impacts the guests' satisfaction with their experience and should take personal responsibility for the success of the business.

◆ **Essential Questions:** ◆
Public Relations

1. What is the role and responsibility of public relations in the marketing of a hospitality business?
2. Think of a range of positions within a hospitality business. What are some ways employees in those positions can promote positive public relations?

SPECIAL PROMOTIONS

A ***promotion*** is purposefully causing interest to further the growth and acceptance of the item through special activities. These activities usually include the use of paid advertising. For the promotion to be successful, the item being promoted should achieve something, such as an increase in sales. Customers or participants also usually gain something, such as savings on a room or meal.

Role of Special Promotions

Promotions and promotional activities are planned by the hospitality business to create prospective customers' interest in using the business. A promotion may be targeted to a certain type of customer and the services offered may be tailored for that customer's needs and wants. Promotional materials include frequent diner programs, special coupons, table tents, posters, discount programs and contests, or sweepstakes games. Through promotions, the business may try to interest the customer in its product, urge the customer to spend money on services offered, and encourage the customer to return again.

Like public relations activities, promotional activities help the company's image. However, usually all promotional activities are planned in advance for the sole purpose of increasing business. Unlike public relations activities, businesses pay for promotional activities.

Feeder cities are main targets used to direct sales and promotional efforts to business travelers or travelers wanting to get away for a weekend. ***Feeder cities*** are smaller cities joined to a large city by airways, railways, or highways. Magazines on airlines offer many advertisements and reviews of hotels and foodservice operations located in the cities the airlines serve. These magazines give travelers ideas for choosing lodging, food, and entertainment.

Occasionally, a city's convention bureau, visitor's bureau, business leaders, and hospitality service leaders travel together to a city to conduct a major sales blitz. This group may travel to the state capitol to meet with leaders of state organizations in an attempt to sell the city and its businesses for conventions or business travel. The group also corresponds with travel agents to make sure current information on the city's tourist attractions, lodging, food, and entertainment is available.

Special Promotions: Contribution to Business Success

Promotions are related to the overall marketing plan. They are planned to occur at various times throughout the year, with advertising dollars and special activities designed to correlate with the promotions. Throughout a promotion, the business expects to earn a good return on its investment in the promotion.

An example of a national promotion occurred when a national hotel chain conducted the world's largest slumber party by hosting

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slumber parties at each of its hotels. The promotional event was organized to celebrate the chain's twentieth anniversary and to honor a national charitable foundation for terminally ill children. As part of the promotion, the hotel chain set room rates for the night at the rate it charged twenty years before. A percentage of sales benefited the charitable foundation. Special activities for guests were planned, and some hotels had news coverage of their managers presenting donations to representatives of local charitable foundation chapters.

To inform the public of the special promotion and to encourage travelers to stay at the hotel that night, the chain's headquarters advertised the event in national magazines and on television. Advertisements stated that "party guests" would receive a receipt indicating the amount of their tax-deductible charitable contribution. The promotion benefited a charitable organization and tax-paying customers. However, it also helped to fill every room in each hotel, boosted revenue, and image, and put the hotel's name before the public at the same time. The event helped each hotel's business and image. The hotels also planned and paid for the event for their own benefit. Therefore, it was a promotional activity, even if it did get free publicity as well. Examples of some hotel or food operations' promotions include the following:

- annual special dinners on holidays such as Thanksgiving, Easter, and Mother's Day
- special weekend packages designed to encourage fans to stay at the hotel when in the city for professional or other sporting events
- pamphlets informing hotel guests of services available for business travelers with discount or complimentary pass to the lounge or restaurant
- grand openings of new or remodeled businesses

Responsibilities of Employees

Employees responsible for organizing special promotions complete a detailed planning process. The promotions are carefully studied and planned so that the appropriate amount of money is requested and allocated. Once the funding has been completed, the employees must be careful to adhere strictly to the promotion plan and budget.

Employeess follow-up sales calls or blitzes by sending letters, making phone calls, or visiting potential customers. The follow-up begins immediately and may continue at least six months after a sales call or blitz. Periodic follow-up attempts could be continued after six months.

Follow-up calls or visits are very important to all marketing efforts. A follow-up visit or phone call provides the hotel or food operation with feedback and informs groups that the hospitality business is sincerely interested in obtaining the group's business. Through follow-up calls and visits, the hospitality business is able to find out information about securing an organization's business in the future. A follow-up may reveal to the hospitality business that the organization needs additional information or services. Feedback enables the hotel or foodservice operation to improve promotions itself and meet customer's needs and wants.

◆ Essential Questions: ◆
Special Promotions

1. What is the difference between public relations and promotions?
2. Why do some hospitality managers differ in their beliefs on the worth of public relations and promotions activities?
3. Why are follow-up calls or visits important?

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Chapter Highlights

- Hospitality businesses need to establish goals through marketing plans in order to attract customers, stay ahead of competitors, and be profitable.
- Marketing is a system of business activities designed to plan, price, promote, and distribute products and services to customers.
- The marketing plan is the all-encompassing umbrella for marketing the hotel or food operation to all potential customer markets. The marketing plan is supported by an action plan made up of promotions, public relations, advertising, sales calls, and sales blitzes.
- Small chain and franchise units often rely on their corporate and franchise headquarters to develop and oversee a unified marketing plan for all their units.
- Larger hospitality businesses may also receive corporate or owner instruction and direction in marketing efforts. However, they usually have local staff responsibility for developing documented marketing plans tailored to the needs of the customer.
- A sales call is a personal visit by a hospitality sales manager to a potential customer for the purpose of promoting the hotel or foodservice operation.
- Marketing research gives owners and managers reports on the condition of the market and the competition, the economy, and history of the revenue from the room division, food and beverage outlets, and banquets and conventions.
- Public relations is communication designed to influence opinion and promote a favorable image, goodwill, or prestige for a company, organization, or individual.
- Publicity is information about a person, place, or thing that is prepared as a news item to be presented to the public by the media in order to gain public attention or support.
- A promotion is purposefully causing interest to further the growth and acceptance of the item through special activities.

Chapter 13

The Importance of Quality Service

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

2A Identify service as a strategic component of an employee's behavior in the hospitality industry.

2B Analyze service methods that fulfill needs of guests and customers.

2C Demonstrate types of service required of "front of the house" and "back of the house" employees.

2D Evaluate the relationship between employee responses and guest satisfaction.

2E Assess quality service in various work roles.

2F Utilize strategies for complaint resolution.

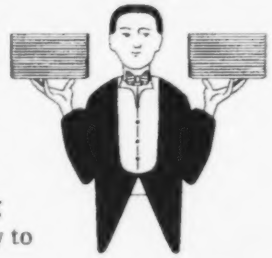
15G Evaluate criteria affecting quality of service.

Chapter Vocabulary

empathy
empowerment
front-line employees
guest
guestology
Maslow's Hierarchy of Needs
service
word of mouth advertising

GUESTOLOGY

A customer is someone who purchases something from a business, such as a meal or a sleeping room. Hospitality customers are called guests. A ***guest*** is someone to whom hospitality is offered. Referring to hospitality customers as "guests" implies a higher level of service, as though they were invited guests into a home, rather than just another business transaction. Providing gracious service is key to



the success of a hospitality business. Bruce Laval of the Walt Disney Company invented the term "guestology." ***Guestology*** is the study of the guests, their wants, needs, and expectations. Every aspect of the hospitality industry centers on meeting the guest's needs. Mr. Laval's theory of guestology focuses on the customer's point of view. After seeing the hospitality facility through the guest's eyes, employees can focus on responding to guest expectations.

What Is Service?

The term ***service*** includes both tasks performed for the benefit of guests and various types of contact the guest has with the business. Service includes the obvious tasks such as serving a meal, preparing rooms, and checking guests into a hotel. Service also includes each interaction between an employee and a guest, such as smiling when a guest passes in the hallway. Guest interactions with other hotel services, such as telephone or television check out systems, are also a part of service. Figure 13.1 shows a list of basic guest expectations.

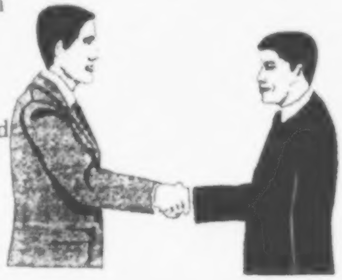
GUEST EXPECTATIONS

1. TO BE SERVED IN A SHORT TIME
2. TO HAVE SOMEONE HELP SOLVE PROBLEMS
3. TO BE SHOWN RESPECT
4. TO BE TREATED WITH SPECIAL ATTENTION
5. TO BE THE NUMBER ONE PRIORITY
6. TO GET STRAIGHT, TRUTHFUL ANSWERS TO QUESTIONS
7. TO BE TREATED LIKE A SPECIAL GUEST DURING THE ENTIRE LODGING OR DINING EXPERIENCE

⇨ *Figure 13.1*

Why Is Service Important?

Good service or bad service leaves a strong impression on guests, which they carry with them as they leave a hotel or restaurant. This impression determines whether they will return to the business and how they describe the business to other people. The advertising and promotions required to gain new guests is much more expensive than providing the good service needed to get new guests to become repeat or regular customers. Managing the total guest experience requires managers and employees to get involved in all aspects of the lodging or dining experience.



Word-of-mouth advertising is the opinions and stories, negative or positive, that guests pass on to others about their experiences at a business. Word-of-mouth advertising is much more powerful than paid advertising. Unfortunately, most people are much more likely to share a complaint or a "horror story" than they are to share a story about satisfactory service. Hospitality workers who provide exceptional service to guests help ensure that all word-of-mouth advertising about their business is positive.

Who Is Responsible For Service?

Each employee is responsible for providing service for guests, whether they are in direct contact with guests or work behind the scenes. Those who work in the laundry must ensure that linens are clean and in constant supply. Maintenance workers are responsible for making sure everything in a facility is in good working order, both for guest convenience, such as ice machines, and so other departments are able to work uninterrupted. Housekeeping prepares rooms, cleans public

Seven Commandments of Customer Service

1. **Tell the truth**. When it comes to customer service, honesty is the best policy.
2. **Bend the rules**. Learn why a rule is a rule in the first place. Once you know the reason for the rule and its boundaries, go ahead and bend it, if that's what it takes to make the system better serve your customer.
3. **Listen actively, almost aggressively**. Customers are ready, willing, and able to tell you everything you need to know. All you need to do is listen.
4. **Put pen to paper**. A letter or E-mail after a conversation can be a terrific way to confirm facts and details or just to say thanks.
5. **Master the moments of truth**. If you pay attention to details, the promises made in your advertising, how long your phone rings before being answered, the look of your parking lot — customers will know and notice.
6. **Be a fantastic fixer**. An effective customer service recovery process includes these components: apologize, listen and empathize, fix the problem quickly and fairly, offer atonement, keep your promise, follow up.
7. **Never underestimate the value of a sincere thank you**. It's easy to take regular and walk-in customers for granted. Don't. Customers have options every time they need service or product. Thank them for choosing to do business with you.

Source: *The Restaurant: from Concept to Operation*, John Walker and Donald E. Lunberg. Copyright © 2001 by John Wiley & Sons, Inc. Reprinted by permission of John Wiley & Sons, Inc.

Figure 13.2

and private areas, and ensures the facility looks and smells clean. The accounting department reviews charges to be certain guests are charged accurately. See Figure 13.2.

Most companies agree that service is the most important part of the hospitality business. However, saying that service is important is not the same as providing quality service consistently to each guest. The real responsibility for providing service is on ***front-line employees***, those who perform the tasks and provide the services for guests. Front-line employees include those who work the front of the house, or in areas that involve direct contact with guests, and back of the house, or in areas typically behind the scenes. The managers most important function in the area of service is to ensure front-line employees have what they need to enable them to provide service to guests. Front-line employees must adopt the attitude of a customer-focused organization. A sign in the lobby of a popular hotel chain reads:

Rule 1:
The customer is
always right.

Rule 2:
If you think the
customer is wrong,
re-read Rule 1.

◆ **Essential Questions:** ◆
Guestology

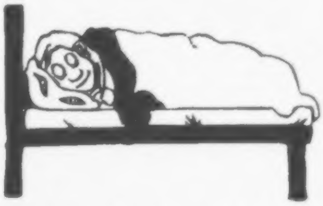
1. Why is word-of-mouth information more powerful than advertisements?
2. What does the term guestology mean?
3. What are some examples of tasks performed for the benefit of guests?
4. What are two types of contact a guest may have with a business that does not involve human contact?
5. What are three ways management can provide front-line employees the tools for excellent service?

BASIC NEEDS OF GUESTS

Every human being has basic needs, which must be satisfied in order for the person to develop, reach his or her potential, and enjoy life. Guests in lodging operations and customers who frequent food and beverage operations are not exceptions.

Customers use the services of lodging operations and food and beverage operations to fulfill their immediate need for food, water, shelter, and rest. Some or all of these needs must be satisfied if guests are to enjoy their hotel stay or dining experience.

The concept of identifying and satisfying customer needs is best explained by examining Maslow's theory of basic needs. Abraham H. Maslow was a psychologist who studied human behavior to explain basic human needs and consequences if the needs are not met. His theory is called ***Maslow's Hierarchy of Needs*** and is shown in Figure 13.3



In the hierarchical order, the low-level needs must be met before the next higher level of needs can be met. The first four levels of needs must be met in order for a person to meet the self-actualization level. Lower-level needs, such as food and shelter, are first priority to fulfill before any other need or desire can be met.

Maslow believed that social scientists who only considered the physiological needs as human basic needs failed to see that all humans find it important to feel they belong to a group of people who love and accept them and to feel they are capable of developing to their full potential. These high-level needs are more complex needs than the lower-level basic physiological and safety needs, but are as important for human development as lower-level needs.

Needs of Lodging Guests

Travelers seek lodging to satisfy their basic needs of shelter, rest, food, and nourishment. If a lodging operation does not provide foodservice, the owner is expected to direct the guest to places where those needs can be met. Guests expect the following from lodging operations:

- a clean, sanitary room to provide shelter and protection
- a comfortable bed
- food and beverages
- recognition as a guest
- information about the hotel, the city, and special events
- dry cleaning and laundry services
- available toiletries and grooming accessories
- transportation

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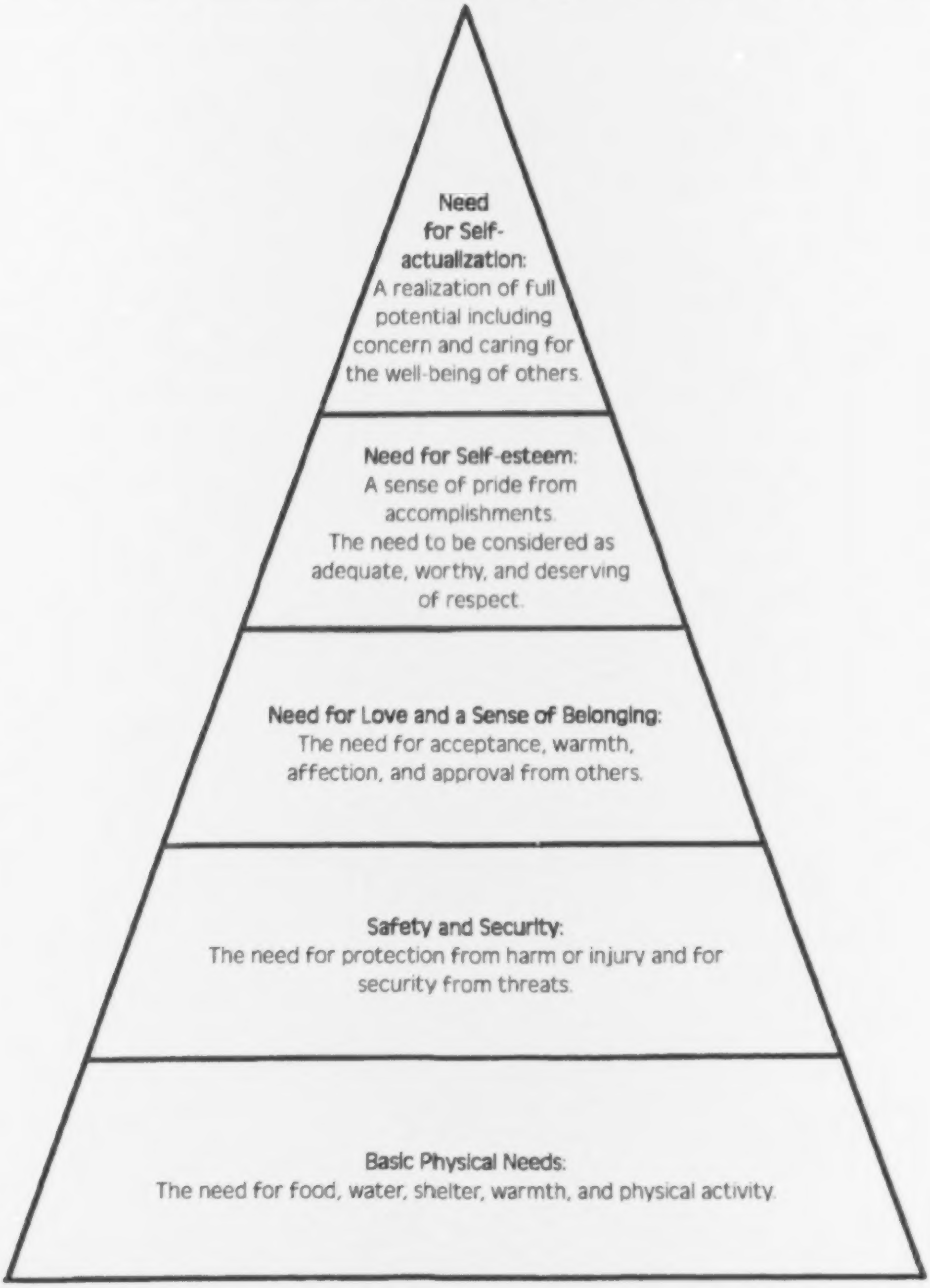
Maslow's Hierarchy of Needs

▲ Abraham Maslow was a psychologist who studied the needs that affect human behavior. He identified five levels of human needs and placed them in a pyramid as illustrated below. The needs at the lower level of the pyramid must be met before the next higher need on the pyramid can be meet.


Need for Self-actualization:
A realization of full potential including concern and caring for the well-being of others.
Need for Self-esteem:
A sense of pride from accomplishments.
The need to be considered as adequate, worthy, and deserving of respect.
Need for Love and a Sense of Belonging:
The need for acceptance, warmth, affection, and approval from others.
Safety and Security:
The need for protection from harm or injury and for security from threats.
Basic Physical Needs:
The need for food, water, shelter, warmth, and physical activity.

Source: Maslow, A.H. (1971). *The farther reaches of human nature.* New York: Viking Press.

⇨ ***Figure 13.3***

Depending on a person's desire for service and the purpose of traveling, a hotel guest may have all of these needs or only a few of them. For example, a sales representative who travels and conducts business for several days before returning home may need dry cleaning services more than a person on a two-day trip.

Guest's needs are based on their reasons for being at the hotel. For example, business guests who are hosting a meeting generally need meeting space, use of a copy machine, audiovisual equipment, paper, pencils, and a facsimile machine.

Sometimes travelers leave toiletry items such as toothbrushes, toothpaste, or hair dryers at home. Travelers often do not realize the items are missing until they need them. To resolve this problem, many hotels have available almost any item a guest might have left behind, including hair dryers, curling irons, and shoe polish. Other hotels have hair dryers installed in guestrooms. Some hotels also provide the latest amenity programs to attract guests.

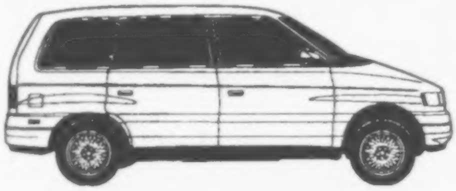
Over the past two decades, health and fitness has become a need for many guests. Guests like to maintain the exercise schedules they have established at home. Business travelers, in particular, find that exercise is a stress-reliever. Many hotels, especially those that cater to business travelers or long-term guests, provide fitness equipment and facilities for guests. Most hotel foodservice offers health or special needs menu items at every meal, such as offering omelets made with an egg substitute.

Hotel guests sometimes need transportation to and from locations such as airports, train stations, conference sites, and shopping centers. Many hotels have a shuttle van and driver to transport guests either free of charge or for a small fee.

Once hotel guests have fulfilled their basic physiological needs, they need to feel they are welcomed, comfortable, and safe at the hotel. They need to feel they belong and are accepted. Hotel employees can help meet these needs by providing quality guest service, including the following:

- welcoming the guests
- calling guests by name and recognizing them throughout their stay
- smiling and expressing care and warmth
- making the guests feel important

If hotel employees provide these services, guests feel their needs are satisfied, enjoy their stay, and appreciate the hotels hospitality. The hotel benefits by having fewer problems and complaints and by receiving future repeat and referral business.



Needs of Foodservice Customers

Foodservice customers have needs including the following:

- hunger and thirst
- comfort, safety, and security
- attention
- satisfaction

Foodservice customers need to feel relaxed and comfortable with no fear of physical harm or damage to personal belongings. Providing a safe, comfortable, and sanitary atmosphere is important.

Customers want to know that servers are aware of their needs as they occur. Foodservice operations should stress to employees the importance of acknowledging customers immediately and remaining attentive to the customer's needs throughout the meal. Customers should feel they have received good quality food and service for the money they have spent.

Comment cards filled out by customers inform foodservice managers about their customer's complaints and expectations. Most often, customer's comments are requests for lower prices and larger portions. Food and beverage operations can only comply with customer requests to a certain point; otherwise, the establishment will not make a profit. However, foodservice operations occasionally receive important comments that they need to act on immediately, such as service or food quality issues.

Just as hotels must stay informed about current trends and changes in people's lifestyles, so must food and beverage operations. To keep up with fitness and diet trends, food and beverage operations offer customers added menu items that are low in sodium, calories, and cholesterol, yet high in fiber. From fast-food restaurants to full-service restaurants, healthy food selections are being offered.

Customers also want a variety of food items from which to choose. New menu items may need to be added to attract more customers. Also, fine restaurants must keep up with the current prestige food and beverages so that their menus can accommodate people with high status tastes and preferences.

Foodservice menus must change with time because a food operations clientele changes. Society's mobility also adds to the need for menu changes. Not many restaurants successfully maintain the same menu over a long period of time. By keeping up with trends and being attentive to customer's needs, food and beverage operations can be successful.

◆ Essential Questions: ◆ Basic Needs of Guests

1. What is Maslow's Hierarchy of Needs? Why is it important?
2. Which of these needs are fulfilled by hospitality operations?
3. Which of Maslow's Hierarchy of Needs do foodservice establishments meet?
4. How can hotels satisfy needs beyond the basic physiological needs?
5. What are some current trends that may become guest needs in the future?
6. What are some ways foodservice operations can meet customer needs?

TEAMWORK AND SERVICE

Obviously, how employees relate to guests is important to providing service. Less obvious but just as important, is how employees relate to each other. If the workplace is filled with conflict and bad feelings, it is difficult for employees to behave in a genuinely gracious manner in the presence of guests. Guests observe behavior and are sensitive to employee's attitudes. Guests sense an inhospitable environment and leave with a negative impression of the business.

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Conflicts or problems are a part of any relationship or work setting. They should be handled out of sight and hearing range of guests. Employees should never argue or speak negatively of co-workers in the presence of guests. Even speaking harshly or with sarcasm to co-workers in the presence of guests is unacceptable. Guests should sense that the business runs a friendly, congenial operation.

If a conflict or problem arises among employees, it is best to keep an open mind and maintain open communication. Often conflicts arise out of misunderstandings or lack of information. Each employee should make it their personal policy to treat people fairly and to get along. A pleasant work environment is good for employees and for the business as well.

In the hospitality industry, managers often form work teams to solve problems and improve work performance of each employee. It is common for hotels and restaurants to have safety teams, service teams, and mentoring teams. The benefits of teamwork are very evident in hospitality facilities. Managers and owners measure the behavior and climate of the workplace by using the team concept. Involving teams in decision making and problem solving forces the manager to understand the issues clearly. Figure 13.4 lists the characteristics of successful work teams.

TEAMS THAT WORK:

- are inspired by a focus or purpose.
- have measurable, realistic, and specific goals.
- are provided with the resources and rewards for the team task.
- are led by a coach or leader who is a team player.
- have 5 to 12 members (a functioning team is usually a small group).
- have a variety of personality types with various skills and strengths in the group.
- recognize the time deadline, but still take the time for the members to develop personal caring relationships.
- have clear understandable procedures and rules to follow and a sense of mutual accountability.

➪ ***Figure 13.4***

Empowering Employees

When discussing strategies for improving guest service, the concept of empowerment always surfaces. Norman Brinker, the creator of the popular Chili's restaurant said, "You can achieve so much more by empowering people to achieve on their own. Do not be too hands on." ***Empowerment*** refers to the ability and freedom of the employee to solve issues for guests on their own initiative and then discussing these decisions later with management. The trend in hospitality management is to let the employee independently "problem solve" after being equipped with basic training. The result is that the guest feels their needs are being met in an efficient and timely manner. When employees have to wait on a manager or supervisor to solve a problem, a guest can feel that he or she is being given an excuse or being put off. Managers in hospitality facilities cannot possibly anticipate all of the situations that arise. Current trends are to train and equip employees to use their own judgement and discretion in problem solving which in turn, enhances guest service.

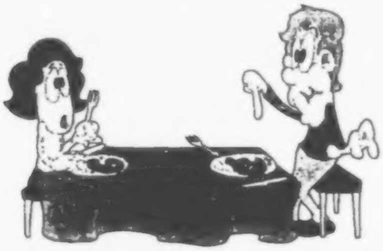
Empowerment is usually exercised in varying degrees depending on the organization and the type of management style of the supervisor. Hospitality services can be successful using the empowerment concept if the following components are in place.

EMPLOYEE EMPOWERMENT WORKS IF:

- TRAINING IS A PRIORITY.
- SET STANDARDS ARE IN PLACE.
- IMMEDIATE FEEDBACK IS AVAILABLE.
- AN INCENTIVE PROGRAM FOR GOOD DECISIONS IS DEVELOPED.

Handling Complaints

The phrase, "you cannot please everyone," applies to even the most effective hospitality businesses. Because guests, guest expectations, and guest needs are diverse, complaints are inevitable. It is helpful to view guest complaints as opportunities to provide exceptional service. Most guests expect good service and receiving good service leaves them with a positive impression. If a guest has a problem solved in an efficient manner, they are left with a very positive impression and will likely recommend the facility to their friends.



Those interested in being successful in the hospitality industry must always start with the guest. The guest defines the quality of service, so knowledge of the guest's needs and wants is of critical importance. See Figure 13.5.

COMPLAINT DEPT.

◆ *Essential Questions:* ◆
Teamwork and Service

1. Why are teamwork and positive relationships with co-workers important to providing excellent guest service?
2. How should a conflict with a co-worker be resolved?
3. What are two ways to help guests feel that they are being heard and understood?
4. What are two things you can say to let a guest know you are empathizing with them?
5. Why should employees not place blame for problems or speculate about their cause to guests?

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Steps to Complaint Resolution

1. **Listen attentively to the guest**. People like to feel their requests are heard and like to believe that they are important. Listening attentively allows the guest to feel heard and allows the employee to identify the problem.

2. **Take ownership of the problem and apologize if appropriate**. Taking ownership means taking all of the blame for the problem. Never try to shift the blame to someone else and never try to shift the blame to the guest. Apologize sincerely to the guest and empathize with them. ***Empathy*** means trying to put oneself in another's place and understand his or her feelings.

3. **Find a solution to the problem**. Try to discover what the guest wants or needs to resolve the problem. Sometimes, the guest may simply want to be heard. Matching solutions to guest's needs and expectations results in the most successful complaint resolution. Once a solution has been reached, take action immediately. Do whatever is necessary to resolve the problem immediately. If the employer offers any type of compensation, such as offering a free night at a hotel or removing charges from a bill, be sure to offer it to the guest.

4. **Follow up with the guest to be sure the complaint has been resolved to his or her satisfaction**. Also, follow up with the supervisor to be sure similar incidents do not reoccur.

⇨ *Figure 13.5*

Chapter Highlights

☆ Customers use the services of lodging operations and food and beverage operations to fulfill their immediate need for food, water, shelter, and rest. Some or all of these needs must be satisfied if guests are to enjoy their hotel stay or dining experience.

☆ Maslow's Hierarchy of Needs theory has five levels that include the following:
- Basic Physical Needs
- Safety and Security needs
- Need for Love and a Sense of Belonging
- Need for Self-esteem
- Need for Self-actualization

☆ Guests expect the following from lodging operations:
- a clean, sanitary room to provide shelter and protection
- a comfortable bed
- food and beverages
- recognition as a guest
- information about the hotel, the city, and special events
- dry cleaning and laundry services
- available toiletries and grooming accessories
- transportation

☆ Once hotel guests have fulfilled their basic physiological needs, they need to feel like they are welcomed, comfortable, and safe at the hotel. They need to feel they belong and are accepted. Hotel employees can help meet these needs by providing quality guest services, including the following:
- welcoming the guests
- calling guests by name and recognizing them throughout their stay
- smiling and expressing care and warmth
- making the guests feel important

☆ Foodservice customers have needs including the following:
- hunger and thirst
- comfort, safety, and security
- attention
- satisfaction

☆ Guests observe behavior and are sensitive to employee's attitudes. Guests sense an inhospitable environment and leave with a negative impression of the business.

Chapter Highlights, Cont'd.

- In the hospitality industry, managers often form work teams to solve problems and improve work performance of each employee.
- Empowerment refers to the ability and freedom of the employee to solve issues for the guest on their own initiative and then discussing these decisions later with management.
- Because guests, guest expectations, and guest needs are diverse, complaints are inevitable. It is helpful to view guest complaints as opportunities to provide exceptional service.
- Never try to shift the blame to someone else and never try to shift the blame to the guest. Apologize sincerely to the guest and empathize with them. Empathy means trying to put yourself in another's place and understand their feelings.
- Those interested in being successful in the hospitality industry must always start with the guest. The guests define the quality of service, so knowledge of the guest's needs and wants is of critical importance.

Chapter 14

Types of Lodging Operations

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

- 1B Explain the complexity and diversity of the current hospitality industry.
- 5A Describe various types of hospitality operations.
- 6A Explain classifications of lodging properties by affiliation, levels of service, ownership, size, and target market.
- 6E Differentiate revenue centers and support centers in lodging operations.

Chapter Vocabulary

- all-suite hotels
- bed and breakfast homes
- bed and breakfast inns
- commercial hotels
- condominium hotels
- conference centers
- extended stay hotels
- hotels
- institutional housing
- luxury hotel
- motels
- motor hotels/motor inns
- parking valets
- residential hotels
- resort/gaming hotels
- revenue
- revenue center
- support centers

TYPES OF LODGING OPERATIONS

Many terms have been used to describe lodging operations, but the distinctions between the terms are blurred because the services provided overlap. Some common terms include motel, motor hotel, inn, hotel, and motor lodge. Today, the exact definitions of these terms are seen as less important than the images lodging operations wish to portray. For example, a lodging operation may choose to use the term "inn" because it suggests warm, friendly feelings or it may choose to use the term "hotel" because it portrays feelings of efficiency, service, and amenities. Owners choose names for their lodging operations that communicate the images they wish to portray to the consumer. In the future, new names could be given to lodging operations to keep pace with this growing and diversifying industry. Table 14.1 compares the types and characteristics of lodging establishments.

Departments within hotels are classified by whether they are a revenue center or support center. ***Revenue*** is another word for income, profits, or money earned, so a ***revenue center*** is a department or segment of the business that directly produces income for the business. Some revenue centers exchange goods or services for money from guests or outside customers such as the front desk, food and beverage outlets, gift shops, room service, telephone systems, and entertainment systems such as pay-per-view. Other revenue centers generate income indirectly, such as a retail store that leases space from the hotel. The hotel generates revenue through the rent paid to the hotel, not by selling goods to customers. ***Support centers*** are the areas of the business that do not generate revenue, but provide support to the revenue centers so that they may remain profitable. Some examples of support centers in a hotel include housekeeping, maintenance, security, accounting, and human resources. Even though support centers do not directly generate revenue, it is important that they operate efficiently and effectively. Because some support center staff are often in contact with guests, such as housekeepers, they must practice effective guest service techniques just as the revenue center staff does.

Lodging can be described as a place to sleep, ranging from a bunkhouse with many beds in a large room, to private rooms with a bed and a private bathroom. In America, we typically expect a private room and bathroom when we check into a hotel. Within the group of lodging establishments that offer private rooms, there is a remarkable variety of types of accommodations available, from the no-frills establishment to the super-luxury establishments.

◆ Essential Questions: ◆
Types of Lodging Operations

1. What are some common terms used for lodging operations?
2. What is the difference between a revenue center and a support center?

HOTELS

Guests are individual travelers seeking accommodations for safety, shelter, and sometimes food. ***Hotels*** are establishments that provide lodging and foodservice. Guests patronize hotels. Hotels may be classified by their location (resort, highway, or central city), the type of guest that lodges there (commercial, resort, or convention), or the price of the rooms (budget, middle scale, or luxury).

When compared to other lodging operations, hotels are often high-rise lodging facilities that may have covered entrances used for loading and unloading. The reservations desk is usually located just inside the entrance. Guests usually walk through hallways inside a building and use elevators to reach their rooms. Parking may be served by parking valets. ***Parking valets*** have attendants to park guests' cars and drive them back to the entrance when the guests are ready to leave. The hospitality industry classifies hotels according to four categories: commercial (or

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Types and Characteristics of Lodging Establishments

Type	Price per night/ Typical room rate	Range of Service and Amenities	Number of Rooms Available	Name Brand Examples
Luxury	$150+	Well-trained staff to cater to all guests needs and amenities	400+	Ritz-Carlton Hyatt Regency Four Seasons
First Class	$125+	Wide range of services and amenities, doorman, room service, full-service staff	200+	Marriott Radison Double Tree
Mid range	$75+	Less elaborate sleeping rooms, coffee shop, dining room, less staff	100 - 400	Holiday Inn Hampton Inn Quality Inn
Upscale Budget	$60+	Limited range of services, no frills, small coffee shop, usually no dining	50-150	Best Western La Quinta Howard Johnson
Economy	$45+	No frills, very modest, few staff members, just the basics	10-150	Econolodge Motel 6 Super 8

⇨ *Table 14.1*

transient), residential, luxury, and resort (seasonal and year-round).

Commercial Hotels

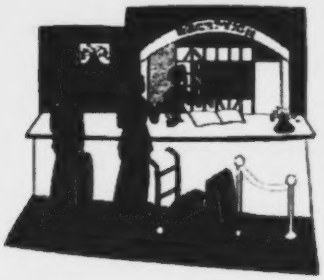
Commercial hotels primarily serve tourists and people traveling on business trips. Commercial hotels receive most of their business during the week from business travelers. On weekends, they have a lower occupancy because business travelers return home. To encourage weekend business, commercial hotels may offer special weekend packages that include two or three-night stays, including tickets to sports games or amusement parks, meal coupons, parties, and special events.

Many commercial hotels offer some of the incentives of resort and luxury hotels to improve their guest services image and to encourage business. These incentives include organized activities, multiple restaurants, complimentary meals, and complimentary toiletries in the rooms.

Residential Hotels

Residential hotels rent apartment-type-sleeping rooms for fixed periods of time with food or meals and maid service provided, or with kitchen facilities in each room. Some well-known hotels rent large numbers of suites permanently. This practice makes the hotel partially residential. ***Extended-stay hotels***

fall under this classification as well. These hotels are geared toward business travelers and tourists who need long-term lodging.



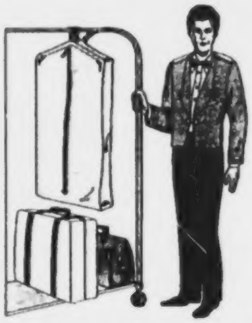
All-Suite Hotels

All-suite hotels offer living areas, sleeping areas, and usually kitchens within each suite. They attract business travelers who may need to meet with business associates in their suite, travelers who need long-term accommodations, and families who need more space than a regular hotel room provides.

Luxury Hotels

Luxury hotels offer first class service and cuisine and are usually more costly. The luxury hotel usually employs an abundance of service personnel.

Resort/Gaming Hotels



Resort/Gaming hotels are located in vacation and tourist areas, such as coastal and mountains areas. Resort hotels provide the consumers with comfort, food, and entertainment at rates that are at a mid-range price. Resort hotels may be open year round or seasonally. Guests usually stay at resort hotels for extended periods of time and take part in sightseeing and other planned recreational activities. The price of these hotels usually includes dinner and breakfast. Resort hotels have several food and beverage establishments on site so guests may have a variety of choices of service, food, and atmosphere.

Condominium Hotels

Condominium hotels are individually owned apartments that are located in resort areas. Ninety owners who participate in a rental pool may own a 100-room resort condominium complex. Each complex usually has a manager who manages the property for the owners. Managers rent the condominiums units to guests and maintain the property. Owners of condominiums usually view them as investments as well as vacation property. However, some owners do not actually occupy their property for more than two or three weeks each year.

◆ Essential Questions: ◆ Hotels

1. What factors are considered when selecting the name for a new lodging establishment?
2. Which of the above types of lodging establishments would be more suited to the short-term guest? Why?
3. Which would be better suited to a long-term guest? Why?
4. How would maintenance and housekeeping tasks differ for the above types of establishments?

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ADDITIONAL LODGING FACILITIES

Other lodging operations exist besides hotels. Other lodging operations include motels, motor inns or motor hotels, bed and breakfast homes, bed and breakfast inns, conference centers, and institutional housing.

Motels

Motels are usually known as low-rise, roadside lodging facilities where guests can drive to the front desk office to check in and then drive to their assigned rooms. Rooms usually face outward toward parking lots and there is no central hallway. Motels serve many types of travelers who usually stay one or two nights. Motels are seen as less formal than hotels. Guests' automobiles can be parked close to their rooms, thus eliminating the need and cost for baggage handling. Delivery of meals to guestrooms is usually not available.

Motor Inns or Motor Hotels

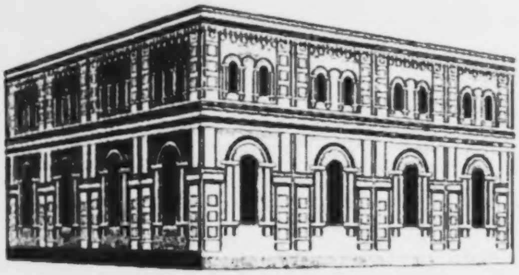
Motor inns or ***motor hotels*** usually are inner city motels with several floors. Motor hotels offer parking near the rooms. Owners and managers of many large motor inns may refer to their property as a hotel because the term implies a more positive image.

Bed and Breakfast Homes and Inns

Bed and breakfast homes are family homes in which the homeowner has prepared bedrooms and bathrooms within the home or in outbuildings on the property to rent to travelers by the day. Guests often share bathroom facilities. Breakfast is included in the price of the room and may range from convenience foods left in the room's refrigerator to a hot, homemade breakfast shared with the host family. ***Bed and breakfast inns*** usually have more rooms and more private baths than bed and breakfast homes. Guests often enjoy a homelike cozy atmosphere and personal service received at these establishments, while homeowners enjoy meeting people and using their homes as sources of income.

Conference Centers

Conference centers offer meeting facilities and rooms to house meeting participants. The emphasis is on providing large and flexible facilities and related services, such as food and beverage services, for groups. Conference centers may take the form of a large hotel, or can resemble a summer camp in which attendee's stay in small cabins and meet in large central buildings.



Institutional Housing

Institutional housing offers very modest basic accommodations in a comfortable environment. This type of lodging is usually part of a larger organization, such as the military, a college, or a hospital.

◆ Essential Questions: ◆
Additional Lodging Facilities

1. What are some advantages and disadvantages of operating a bed and breakfast home or inn?
2. Which type of lodging facility would you prefer to manage? Why?

Chapter Highlights

- Revenue is another word for income, profits, or money earned, so a revenue center is a department or segment of the business that directly produces income for the business. Some revenue centers exchange goods or services for money from guests or outside customers such as the front desk, food and beverage outlets, gift shops, room service, telephone systems, and entertainment systems such as pay-per-view.

- Support centers are the areas of the business that do not generate revenue, but provide support to the revenue centers so they may remain profitable. Some examples of support centers in a hotel include housekeeping, maintenance, security, accounting, and human resources. Even though support centers do not directly generate revenue, it is important that they operate efficiently and effectively.

- Hotels may be classified by their location (resort, highway, or central city), the type of guest that lodges there (commercial, resort, or convention), or the price of the rooms (budget, middle scale, or luxury).

- The hospitality industry classifies hotels according to four categories: commercial (or transient), residential, luxury, and resort (seasonal and year-round).

- Resort hotels may be open year round or seasonally. Guests usually stay at resort hotels for extended periods of time and take part in sightseeing and other planned recreational activities.

- Owners of condominiums usually view them as investments as well as vacation property. However, some owners do not actually occupy their property for more than two or three weeks each year.

- Bed and breakfast inns usually have more rooms and more private baths than bed and breakfast homes. Guests often enjoy a homelike cozy atmosphere and personal service received at these establishments, while homeowners enjoy meeting people and using their homes as sources of income.

- Other types of lodging operations include motels, motor inns or motor hotels, bed and breakfast homes, bed and breakfast inns, conference centers, and institutional housing.

- Institutional housing offers very modest basic accommodations in a comfortable environment. This type of lodging is usually part of a larger organization such as military, college, or hospital.

Chapter 15

Market Segments

Chapter Focus

The following essential knowledge and skills are discussed in this chapter:

1B Explain the complexity and diversity of the current hospitality industry.
3A Describe various types of hospitality operations.
6B Describe types of lodging properties based on market segments.
6C Describe the market price level classification of lodging properties.
6D Summarize the goals and mission of various lodging organizations.
6F Analyze the relationship of multicultural awareness to target markets and guest services.

Chapter Vocabulary

benefit segments
budget/economy
convention
demographic segments
first-class
geographic segments
incentive groups
lifestyle segments
luxury
mid-scale motor hotels
multicultural
multilingual
product usage segments
tour groups

Lodging and food and beverage operations can be found in almost any community. Lodging operations include hotels, motels, motor inns or motor hotels, and bed and breakfast homes and inns. Food and beverage operations include full-service and fast food restaurants, bars, clubs, cafeterias, banquets, catering service, snack bars, central kitchens or commissary services, institutional foodservice, vending service, home delivery, and takeout service. The hospitality industry is so diverse it is often divided into market segments.

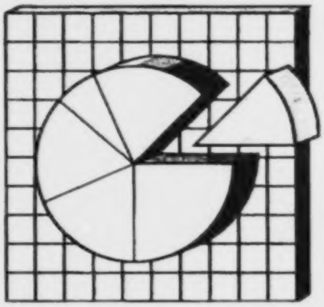
MARKET SEGMENTS

Market segments are divisions and classifications of types of customers in order to tailor services, locations, accommodations, and prices to their needs. The hospitality industry uses market segments to plan and build new businesses and to market their establishments to customers. Categorizing the consumers into smaller market segments helps identify their needs specifically. The more closely a business can match the needs of the target audience at a price the audience is willing to pay, the more successful the business will be.

As air travel has become more accessible and affordable, and as economies and societies have become global instead of local, travel between countries and continents has increased. Certain areas of the United States, such as cities near the Canadian and Mexican borders have traditionally served target audiences made up of visitors from other countries. One way of reaching international audiences is by having ***multilingual*** staff members, employees who speak more than one language. Some hotels near the Mexican border advertise in newspapers and telephone books in Mexican cities along with providing toll-free numbers directly to the hotel. A cooperative effort can be made by hotels and businesses within a city or region to reach international guests. One example is the Canadian-American Week event that has become a tradition in Myrtle Beach, South Carolina. All of the area hospitality businesses work together to advertise the event in Canada and to make the week a celebration of Canadian visitors.

Language and other cultural differences are not limited to international guests. In the past, cities often used their "international flavor" to attract tourists. For example, San Francisco has Chinatown and New York City has "Little Italy." Now, our society has become more ***multicultural***, meaning that people of a variety of cultures are found in almost every city and town. Hospitality facilities work to recognize the various cultures of their target audiences and to accommodate their needs and preferences. Some practices that help accommodate multicultural guests include the following:

- offering menu items for guests whose religion involves dietary restrictions, such as kosher items for Jewish guests
- hiring bilingual or multilingual staff
- training staff on cultural practices of predominant cultural groups served
- providing meeting or entertainment options that meet cultural needs and preferences
- providing written materials and signs in multiple languages
- studying cultural practices and customs such as celebrations and family events to target sales and catering efforts



MARKET SEGMENTS
ARE SMALL IDENTIFIABLE GROUPS
OF CUSTOMERS WITH
COMMON CHARACTERISTICS

There are several ways to categorize or segment the market. Often marketing departments study different kinds of information in market segmentation. ***Demographic segments*** include martial status, sex, size of family, education level, income, and age. ***Geographic segments*** include information about where consumers live and work. ***Product usage segments*** are categories that identify consumers who use the product or service the most. There are two other segments that marketing professionals look at. What customers expect from a product or service is called ***benefit segment***. ***Lifestyle segments*** separate consumers according to interests and opinions. Market segmentation helps businesses develop unique marketing plans for each segment. For example, some common market segments served by hotels include the following:

- ***Business Travelers***: Business travelers can range from corporate executives with expense accounts that pay for luxurious accommodations to more budget-minded business travelers. Hotels in this market segment provide data ports and multiple-line telephones in rooms, business centers with fax and copy services, and a variety of meeting rooms. They may also offer recreational facilities and laundries for more long-term guests. Hotels catering to business travelers are usually found near business districts of large cities or near airports. Business travelers usually occupy the hotel during the week, although the hotel may try to attract other market segments, such as tourists, on the weekends.

- ***Meetings and Conventions***: Some hotels host meetings for a handful of people for one day, or host a ***convention***, a meeting for thousands of people who lasts several days. Consequently, these hotels must have a great amount of space set aside for meeting rooms, and the size and arrangement of meeting rooms must be flexible. The hotel is considered full-service if it has a food and beverage operation to provide meals and refreshments for meetings. The hotel usually has an assortment of services and equipment useful in conducting meetings, such as computer ports, projection screens, projectors, televisions, and public address systems. Many of the meeting attendees stay in rooms at the hotel, although they may decide to find lodging elsewhere. Sometimes hotels in the meeting and convention segment are located near convention facilities such as civic centers. Sometimes they are considered convention facilities in their own right.

- ***Tourists***: Tourist hotels are located near attractions, such as theme parks, or in areas which attract a large number of tourists, such as historic or resort cities. Within this market segment are many subsegments, such as retired people, families, ***tour groups, incentive groups***, (groups that earned a trip or were awarded a tour based on some type of incentive program) and foreign tourists. A tourist hotel would not have as much need for meeting facilities, business centers, or exercise facilities. In some cases, a tourist hotel may offer limited foodservice if there are many restaurants in the surrounding area.

◆ Essential Questions: ◆
Market Segments

1. What are some target audiences of travelers commonly found in your area?
2. For each of the market segments listed above, what accommodations, services, and facilities would a lodging operation need to provide?
3. How are market segments beneficial in the hospitality industry?

PRICE LEVEL CLASSIFICATIONS

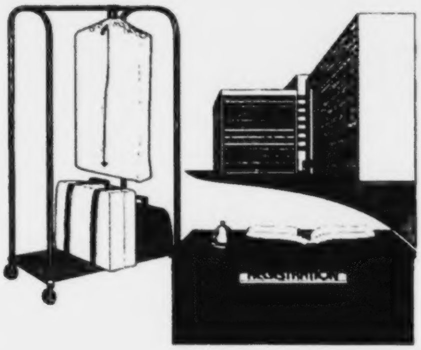
Another way of describing market segments is through market price level classifications. The categories described above, business travelers, conventions and meetings, and tourists also fit within the various price level classifications. The four levels defined by the price of one room per night include the following:

- ***Luxury*** ($125 - $425) Luxury hotels frequently serve business travelers and some meetings. A business traveler may meet with clients in their room or at a restaurant within the hotel. Luxury hotels give the impression of success and power and therefore may be worth the cost to the business traveler. Some luxury hotels are geared to affluent tourists. These include resort hotels, which offer high-end recreational facilities such as golf courses. Luxury hotels usually include a full slate of amenities, such as valet parking, health clubs, and fine-dining restaurants.

- ***First-class/Upscale*** ($95 - $195) First class hotels also serve a large number of travelers and convention groups along with more affluent tourists. These hotels offer many services and amenities, but may not be quite as upscale as a luxury hotel. There may be "club-level" rooms or floors within the hotel that offer luxury accommodations and services for luxury prices.

- ***Mid-scale motor hotels*** ($55 - $95) Mid-scale motor hotels are usually located along major highways or near airports. Depending on location, they may serve business travelers, meetings and conventions, tourists, or a combination of audiences. They may have limited meeting facilities and limited recreational facilities, such as a pool. The accommodations and services are more modest.

- ***Budget/Economy*** ($35 -$55) Budget establishments offer "no-frills" accommodations. They usually offer a simply decorated room with basic accommodations and few or no additional services. They are geared to budget-minded business travelers and tourists.



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As market segments have become more important, hotel companies have diversified the kinds of facilities they build. Some who formerly offered only upper-level accommodations now offer mid-level and budget facilities as well. One company may build several facilities, all with a different target audience in mind within the same area. It is not uncommon for a Courtyard by Marriott, a Residence Inn by Marriott, and a Fairfield Inn by Marriott to be located on the same property. These facilities do not compete against each other since they serve different market segments. Instead, they allow the company to serve the full range of customers within a geographic area.

◆ *Essential Questions:* ◆
Price Level Classifications

1. Why would a hotel company build two or more separate hotels in the same area?

2. What price level classifications are available? List hotels in your area that fall into each of the above price level classifications.

3. Why would a customer pay $150 or more a night for a hotel room if less expensive hotels were nearby?

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Chapter Highlights

- Market segments are divisions and classifications of types of customers in order to tailor services, locations, accommodation, and prices to their needs.
- The more closely a business can match the needs of the target audience at a price the audience is willing to pay, the more successful the business will be.
- Hospitality facilities work to recognize the various cultures of their target audiences and to accommodate their needs and preferences.
- Demographic segments include martial status, sex, size of family, education level, income, and age.
- Geographic segments include information about where consumers live and work Product usage segments are categories that look at the consumers who use the product or service the most.
- Some common market segments served by hotels are business travelers, meeting and convention travelers, and tourist travelers.
- The hotel is considered full service if it has a food and beverage operation to provide meals and refreshments for meetings.
- Another way of describing market segments is through market price level classifications. The four levels defined by the price of one room per night and are luxury, first-class, mid-scale motor, and budget/economy.
- The four levels defined by price of one room per night are luxury, first class, mid-scale motor hotels, and budget/economy.
- Dividing the hospitality industry into market segments allows the company to serve the full range of customers within a geographic area.

Chapter 16

The Accounting Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

10A Describe functions of the accounting division.

10B Exhibit personal qualities and skills required of employees within the accounting division.

10C Describe specific duties of employees in the accounting division.

10D Perform appropriate tasks according to industry standards.

10E Analyze the relationship between the front office and the accounting division.

10F Apply available technological innovations to operations within the accounting division.

Chapter Vocabulary

accounting department
accounts payable
accounts receivable
auditor
city ledger
controller
credit department
credit manager
direct billing
folio
house ledger
paymaster
payroll department
posting
transactions

The accounting division monitors and reports all financial transactions that occur in the hotel. ***Transactions*** are exchanges of goods or services for payment or a promise to pay. The accounting division is supervised by the controller and includes such functions as accounts receivable, accounts payable, payroll, credit, tax, and governmental regulations.

The past decade brought many changes to the work of the accounting division. In the past, accounting employed a large clerical staff to manage the vast amount of information and accounting division processes. The availability of computer systems and accounting software has greatly reduced the need for clerical staff. Instead of charges being posted by hand to ledgers, charges are entered to accounts automatically via a network of computers throughout the hotel.

The restaurant cashier can charge a meal in the hotel restaurant to a guest account. Charges for guestroom telephone calls are tracked and posted by computerized call accounting systems. Other computer systems track and post charges for pay-per-view movies purchased by guests on the in-room television. Some hotels have computer systems that allow guests to monitor their folio using the television in their room. A ***folio*** is the statement of all charges and payments on a guest account.

THE ACCOUNTING DEPARTMENT

The ***accounting department*** is responsible for hotel bookkeeping. In small hotels, the manager or a front desk clerk may do all the hotel's bookkeeping with the help of an outside accountant who analyzes and audits the information and prepares tax documents. In larger hotels, the controller reports to the general manager and supervises the hotel's accounting department. Figure 16.1 shows a statement of income and expenses prepared by the accounting department of a restaurant.

Controller

The ***controller***, or chief accountant, supervises the accounting department. In most hotels, the controller reports directly to the general manager. The controller prepares reports based on the summaries of all daily financial transactions and presents them to the general manager and possibly to the corporate headquarters of the company that owns the hotel. These reports include daily business reports, profit and loss statements, and balance sheets that show the hotel's income, expenses, payroll, and other statistical information about the hotel's financial health.

Accounts Receivable

The accounts receivable manager is responsible for collecting all money that is owed to the hotel as quickly as possible. ***Accounts receivable*** include all monies owed to the hotel. All room, restaurant, and other charges are handled by account receivable. A ***house ledger*** or tray ledger is made up of charges owed by guests "in the house." Charges owed after guests have checked out or monies charged by other persons are posted in the ***city ledger***. The word "ledger" is from the past when all the records were kept in a book. Today, the memory of a computer system records the charges, but the terms mean the same. Individuals handling accounts receivable duties are responsible for billing credit card companies for credit card purchases made by guests. They also post all charges to the hotel's books. ***Posting*** a charge refers to recording the charge on an account. For example, when a guest charges a room service meal, the charge is posted to the guest's account. A company who frequently

Statement of Income and Expenses

Suburban Restaurant
Year Ending December 31, 20xx

SALES	$962,400		80.2%
Food	237,600		19.8
Total sales	1,200,000		100.0
COST OF SALES			
Food	$348,400		36.2%
Beverage	66,100		27.8
Total cost of sales	414,500		34.5
CONTROLLABLE EXPENSES			
Payroll	$338,400		28.2%
Employee benefits	62,400		5.2
Direct operating expenses	64,800		5.4
Music and entertainment	3,600		0.3
Advertising and promotion	22,800		1.9
Utilities	38,400		3.2
Administrative and general	46,800		3.9
Repairs and maintenance	21,600		1.8
Total controllable expenses	598,800		49.9
INCOME BEFORE CAPITAL COSTS	$ 187,200		15.6%
CAPITAL COSTS			
Rent, property taxes, and insurance	$ 84,000		7.0%
Interest and depreciation	46,800		
Total capital costs	130,800		3.9
NET PROFIT BEFORE	$ 56,400		10.9
INCOME TAXES			4.7%
Number of covers served		74,918	
Food check average		$12.85	
Beverage check average		$ 3.17	
Total check average		$16.02	

Source: *Introduction to the Hospitality Industry*, Tom Powers & Clayton W. Barrows, Copyright © 1999 by John Wiley & Sons, Inc. Reprinted by permission of John Wiley & Sons, Inc.

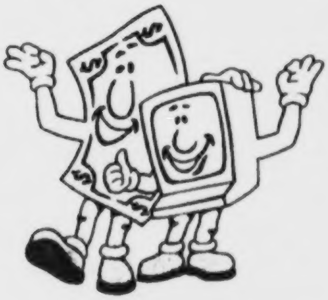
⇨ *Figure 16.1*

patronizes a hotel may set up a credit account with the hotel. Hotel controllers, general managers, or credit managers approve a company's credit and set up for the ***direct billing*** of their hotel charges.

Businesses, including hotels, want bills paid within thirty days. After thirty days, the accounts receivable manager calls or writes letters to remind the customer to pay the bill. If charges are not paid within sixty days, the general manager contacts the customer. After ninety days, the bill is sent to a collection agency to be collected from the customer. Often the guest or company who is negligent in paying bills receives a poor credit rating.

Accounts Payable

The accounts payable manager processes bills that the hotel owes other businesses. For example, if the housekeeping department purchases signs made by a local printer, the printer sends an invoice to the hotel for the amount due. The invoice goes to the accounts payable manager who checks the invoice against shipping invoices or receipts to be sure the signs have been received. If the invoice and the receipts match, the accounts payable manager pays the sign printer and enters this amount as a debit to the housekeeping department in the hotel's bookkeeping record. ***Accounts payable*** is the money owed by the hotel to another business or individual.



Auditor

The ***auditor*** analyzes the financial records of the hotel to ensure they are accurate and correct. The auditor double checks all transactions and balances all accounts.

Payroll

The ***payroll department*** is in charge of wages, salaries, payroll records, issuing paychecks, payroll taxes, and wage-and-hour records. The payroll department is headed by the ***paymaster*** and is staffed by clerical workers with a variety of responsibilities. The payroll department administers paychecks for all employees.

◆ Essential Questions: ◆
The Accounting Department

1. What are the areas within the accounting department? What are their functions?
2. Why is an auditor needed in a business?
3. How does an auditor's role differ from other roles in the accounting department?

THE CREDIT DEPARTMENT

The ***credit department*** is responsible for investigating the credit history of individuals and companies who use credit to purchase hotel services. The credit check is an attempt to protect the hotel from the risk of monetary loss due to creditors not paying their bills. Credit departments check guest credit card information to be sure the credit cards are valid and that there is enough credit available

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to cover the hotel's charges. This department also makes adjustments in guest accounts where incorrect charges have been posted. The credit manager is the head of this department.

Credit Manager

Companies sometimes seek to establish a direct billing account with a hotel The companies want a credit account so they can pay for accumulated charges at one time each month instead of paying each time they use the hotel's services.

The ***credit manager*** investigates a company's credit history to determine if the company is a good credit risk. Hotel management wants to know this information before it agrees to establish a direct billing account for the company's charges.

In some larger hotels, the accounting division may also interface with the following areas:

- Cashiers, including restaurant, retail, and rooms' cashiers
- food control and purchasing
- purchasing and receiving
- markets statistics, collecting and analyzing information on guests, sales, and market.

◆ Essential Questions: ◆
The Credit Department

1. Why do hotels check credit histories of companies?
2. How has the work of the credit department changed with the increasing use of technology?

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Chapter Highlights

- ☆ The accounting division monitors and reports all financial transactions that occur in the hotel. Transactions are exchanges of goods or services for payment or a promise to pay.
- ☆ The availability of computer systems and accounting software has greatly reduced the need for clerical staff. Instead of charges being posted by hand to ledgers, charges can be entered to accounts automatically via a network of computers throughout the hotel.
- ☆ The controller, or chief accountant, supervises the accounting department. In most hotels, the controller reports directly to the general manager. The controller prepares reports based on the summaries of all daily financial transactions and presents them to the general manager and possibly to the corporate headquarters of the company that owns the hotel.
- ☆ The accounts receivable manager is responsible for collecting all monies that is owed to the hotel as quickly as possible.
- ☆ The accounts a payable manager process invoices for money the hotel owes other businesses. For example, if the housekeeping department purchases signs made by a local printer, the printer sends an invoice to the hotel for the amount due.
- ☆ The credit department is responsible for investigating the credit history of individuals and companies who use credit to purchase hotel services. The credit check is an attempt to protect the hotel from the risk of monetary loss due to creditors not paying their bills.

Chapter 17

The Security Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1F Describe the impact of technological innovations on the hospitality industry.

4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.

4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.

4C Explain liability related to guest privacy.

11A Describe roles and responsibilities of the security division.

11B Exhibit personal qualities and skills required of employees within the security division.

11C Describe specific duties of employees in the security division.

11D Perform appropriate tasks according to industry standards.

11E Determine security policies and training used in lodging operations.

11F Analyze the relationship between the security division and front desk operations.

11G Outline procedures for the safety and security of guests and employees.

11H Apply available technological innovations to operations within the security division.

Chapter Vocabulary

arrest warrant
biometric safe
burglar alarm systems
deadbolt locks
key control
limitation of liability
lock cylinder
overcharges
peepholes
plainclothes security officers
safe-deposit boxes
security
security officer
subpoena
ticket walkers
undercharges
uniformed security officers
vault

SECURITY

The cost of crime in the United States is projected to be $200 billion annually by the year 2015. Customers, guests, and employees in the hospitality industry are victimized by crime at an alarming rate. Hospitality executives continually consider ways to protect the guests, the employees, and the properties. The focus is on prevention and a decrease in the likelihood of crime. Crimes that occur at hospitality businesses cause financial loss and invasion of security. These crimes also cast a dark shadow on a business' reputation. Measures taken do not totally eliminate crime; however, criminal activity can be greatly reduced. ***Security*** is protection or defense against crime or destructive behavior.

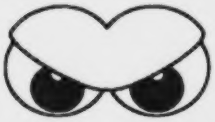
Large hotel operations have security departments that are part of their operational staff. In addition, other employees are instructed to be aware of suspicious activity or people. A ***security officer*** is a person hired to conduct protective and preventive measures for an organization. Security officers hired by hotel operations usually are retired police officers or police officers that work in security positions as second jobs. Some hotel operations contract security work to outside security firms. Smaller properties may not have separate departments to handle security needs. Security responsibilities are part of each employee's duties. Management has the ultimate responsibility for security.

While working at the property, employees should be aware of their surroundings and alert to everything going on around them. Any suspicious activity or person on the premises should be reported to a supervisor or manager. All employees work together to protect guests, fellow employees, and business' property and assets.

Employees should be aware of people who act strangely. Offering these people assistance can help employees decide if they have legitimate business or if they are a security threat. Another benefit to this approach is that the person will know that they are being observed, which may discourage any plans for criminal activity. If the person exhibits strange or suspicious behavior, an employee should realize that security may be at risk and help is needed. Suspicious behaviors include the following:

- appearing lost
- immediately changing directions when noticed
- trying to gain access to a room without a key
- driving or walking around the property many times
- sitting in a parked car for a long time
- parking a car away from the property and walking to the property
- inquiring about a certain room's status or occupant
- loitering (walking or moving slowly)
- peering through windows or doors to watch areas where money changes hands
- checking several doors with a key

Employees should try to be helpful; however, they should never release information about rooms, guests, or other employees. Instead, employees should refer the person to the manager on duty. Front desk managers are trained to control such situations and give as little information as possible.



When a suspicious person acts oddly or does not respond to an employee's inquiries, then the incident should be reported immediately to the manager-on-duty or to the security officer. The manager or security officer needs to know the person's actions, appearance, last location, and the car's license plate number. This information helps authorities find the person if any criminal activity has occurred.

During and after a manager is alerted about a suspicious person, the suspicious person should remain under constant observation while waiting for a security officer to arrive to investigate. Unless an emergency occurs, the manager-on-duty or security officer should decide if calling the police is necessary after questioning the person.

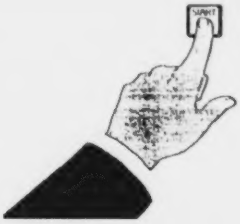
◆ **Essential Questions: Security** ◆

1. Why is security an important aspect of a hospitality operation?
2. How does security needs differ in lodging operations as compared to food and beverage operations?
3. What are some of the "costs" of criminal activity in the hospitality industry?

MAINTAINING GUEST SECURITY

Guests at hospitality properties expect their stay to be safe. Because a customer's stay at a food and beverage operation lasts a short time, a guest's security is less threatened than that of a guest who stays overnight at a lodging operation. Consequently, more security procedures are needed in lodging operations. However, many of the same concepts applied to security at lodging operations can be applied to food and beverage operations. In all hospitality services businesses, security of guests and their property is very important.

Guest Room Security



A vital concern of lodging operations is to provide safe rooms for guests. A major part of guestroom security is key control. A hotel's ***key control*** refers to knowledge of where all room keys are located. It is important that room keys remain in the hands of registered guests and no one else. If multiple keys are available for each guestroom, a dishonest person might easily obtain a key. If this happens, the hotel loses its control on security.

For hotels equipped with mechanical locks, there is a specific number of keys for each room. No more keys are made for any room until the lock cylinder is changed. The ***lock cylinder*** is the part of the lock in which the key fits. When the key is turned in the cylinder, the lock is activated to lock or unlock. If an assault or theft occurs in a room, law enforcement personnel and lawyers can be provided information about the lock and key system used. Most hotels are now equipped with electronic door locks which use an encoded plastic card in place of a key. The advantage to these electronic locks is that the combinations can be easily changed without having to change the hardware. Lost keys are not a problem because the lock can be reset with a new combination for a matching key card in less than a minute. In most cases, the individual door locks are connected to a central system at the hotel's front desk. Many systems are set to automatically change combinations at a specified time each day. This prevents someone from using an old key card to gain entry into rooms. This new method is less expensive and more easily performed than changing lock cylinders and making new keys.

Guestroom doors often are equipped with more than one type of lock to keep out intruders. Information concerning security is usually posted in the rooms for guests to read. Hotels encourage guests to read the information and use all the locks when they are in their rooms.

Most guestroom doors have peepholes or are next to windows. ***Peepholes*** are devices installed in doors to allow a person occupying a room to see the person on the other side of the door. Improved design of peepholes now provides a less distorted fuller view. Guests are encouraged to look through the peepholes or windows before admitting anyone into their rooms.

When someone asks a front desk clerk for a key to a room, the clerk first checks to see who is registered to the room. Then, the clerk asks the person for identification to determine if he or she is the registered guest of the room. Only the registered guest is given an additional key to the room. No other keys are issued. After giving a guest an additional key, the front desk clerk makes a notation in the front desk log to indicate that a key for the room has been lost or stolen and that the lock may need to be changed.

If any problems occur while a guest is occupying a room, management or security officers investigate the situation and contact the police if necessary. If a forced entry has been attempted or has occurred, the guest is moved to another room and the previous room will not be occupied. The lock is changed immediately.

Front desk personnel do not give guests' room numbers to people inquiring this information. The front desk clerk directs the guest to use a house phone and connects them by phone to the occupant of the room. The guest can decide whether or not to give the room number information to the person. Each lodging facility has policies regarding guest privacy.

Room attendants are instructed not to admit any person into a guestroom that does not have the key. Instead, a room attendant directs a person wanting to enter a room to the front desk for assistance. Front desk clerks should verify the person as a registered guest by checking identification. Only then can they issue a key for room admittance. If a guest has locked him or herself out of the room and their identification is in the room, a front desk asks security personnel to escort the guest to their room to let them in and wait while they retrieve their identification.

Guest Property Security

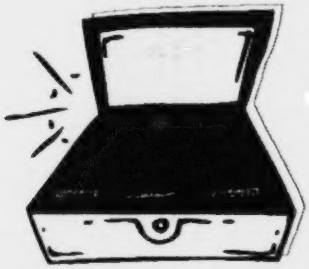
Guests of lodging operations leave many belongings in hotel rooms while they are inside or outside the room. These belongings may include important documents, expensive jewelry, or money. Guests depend on the hotel to protect their belongings. A hotel's security measures and security history are part of its reputation. Therefore, hotels try to maintain secure environments for guests and their belongings.

Texas hotels are responsible for lost valuables up to $50.00 maximum. However, hotels usually provide safe-deposit boxes for guests' valuables. ***Safe-deposit boxes*** are boxes kept within a vault that are designed for storing jewelry and other valuables. A ***vault*** is a secure room for keeping valuables and money. Guests are encouraged to use these safe-deposit boxes to protect valuable documents or items. Two keys are required for these

boxes. One key is issued to the guest and one is kept in the front desk area. This procedure makes it impossible for the front desk clerk to get the valuables without the guest's safe-deposit box key. Hotel employees have various ways of retrieving a safe-deposit box. Hotels may instruct their employees to open the vault in the guest's presence and allow the guest to remove the safe-deposit box from the vault.

Some hotels have begun to install personal safes in guestrooms for guests to lock their valuables. These safes are usually equipped with four or five digit codes that lock and unlock the safes. These safes offer personal security for guests' valuables. Other new or recently remodeled hotels have biometric safes that require no key or codes. This ***biometric safe*** has a scanner and locks and unlocks by scanning guests' thumb.

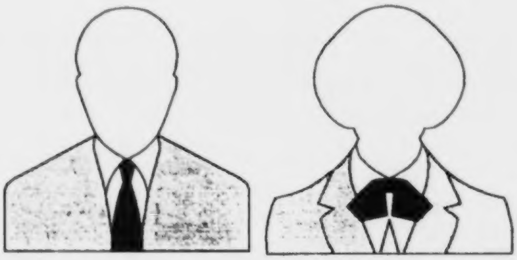
Some hospitality businesses screen potential employees so that managers can increase their chances of hiring honest, trustworthy employees. This process also eliminates the possibility of employee problems and employee theft. Many lodging operations and food and beverage operations also have lost and found policies that tend to discourage employee theft and encourage employees to report items that are found. Such policies allow for an item to be returned to the employee who found it if the item has not been claimed during a certain amount of time.



When employees find items belonging to guests, they are instructed to place the items in a bag. The employee is also instructed to label the bag with the room number, the employee's name, the date, and the time the items were found. The bag is then given to the executive housekeeper or security officer, depending on the hotel's policy. The executive housekeeper or security officer reports the found items on the daily log.

At food and beverage operations, lost and found items usually are kept in the manager's office or a specified "lost and found" area. In most cases, the guest will call and inquire about leaving an item or will return for an item soon after leaving it.

When a guest calls to report a lost item at a lodging operation, the security officer or executive housekeeper obtains a description of the item, the check-in and check-out date, and the guest's address and telephone number. The security officer or housekeeper checks the lost and found log and the lost and found items. If found, the item is returned to the guest or kept at the hotel if the guest plans to visit in the near future. If the item is not found, the guest is notified.



If a guest believes an item has been stolen from his or her room, management usually investigates the matter. If management concludes that an item has been stolen, then the manager may reimburse the guest up to the limitation of liability. The ***limitation of liability*** limits the amount of money or compensation a guest may receive from a hotel for loss of property. Many states have laws that protect hotels by limiting liability. Most of these states require that businesses follow certain guidelines in order to be protected. They must post notices explaining the limitations of liability. They also must provide a safe and post notices about the safe's presence. If these provisions are taken, the hotel will not be liable if a guest does not deposit his or her valuables into the safe. Other states may not protect hotels with a limitation of liability. In these states, hotels are responsible for loss of property under common law. Common law states that the hotel must pay the full value of the lost property unless the guest was negligent, the property was lost as a result of a natural cause, or the property was lost as a result of a social, health, or economic condition that affects the public.

Food and beverage operations are not responsible for guest's property unless they accept responsibility. These operations may accept responsibility by accepting items through a check system to keep coats, briefcases, and other similar items. Also, if an operation does not have a check system, it could be held responsible because it does not provide any protection for a guest's property. Usually, the larger the operation, the greater the food operation's potential liability for property loss.

◆ Essential Questions: ◆
Maintaining Guest Security

1. Why should guests' room numbers not be given out to those who request them?
2. When developing a brochure on personal security and safety for hotel guests, what suggestions need to be included?

MAINTAINING STAFF SECURITY

Security is not only important for a guest's protection, but also for employee protection. Employees have the right to work in a safe and secure environment.

Lodging and food and beverage operations employees are given lockers or another secure place to keep their personal belongings while they work. Employees are responsible for providing their own locks. Employees who do not keep their lockers locked risk theft.

If individuals call or come by asking for an employee, the person answering the calls should not give any information concerning the employee. Information about the employee's work schedule or work location should not be given. This practice is for the employee's protection against unwanted callers. It also keeps the employee's thoughts focused on his or her duties.

Messages from callers are given to employees to handle on their own time. If the call is related to an emergency, a message is taken and immediately given to the employee.

If law enforcement authorities request to see an employee, the front desk employee or the host/hostess should check their identification cards. The front desk clerk may then contact the employee and cooperate with the authorities who may be bringing a subpoena or an arrest warrant to the employee. A ***subpoena*** is a written legal order requesting a person to appear in court. An ***arrest warrant*** is a written authorization for a law enforcement authority to make an arrest.

◆ Essential Questions: ◆
Maintaining Staff Security

1. Why should information about an employee's schedule or whereabouts not be given to someone who calls?
2. Why are employee security and safety important to a business?

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PREVENTION OF MONETARY LOSS

Hospitality services businesses suffer monetary loss from many sources. To protect a business from financial loss, management should use good control measures and observe all employees and guests. Even small losses from miscalculations, broken property, or inaccurate orders can add up and cost the company thousands of dollars. Some financial losses include the following:

- theft
- employee kickbacks from purveyors
- ***overcharges*** (charges to customers that are higher than they should be) or ***undercharges*** (charges to customers that are lower than they should be)
- inaccurate timecards
- ***ticket walkers*** (people who leave the business without paying for the services or goods they used)
- hot check and credit card abuse

Precheck machines used in food and beverage operations should provide records that alert a manager to losses occurring in orders and transactions. With these machines, managers are able to determine the type of loss that is occurring, how often it is occurring, and who may be responsible for it. Managers who frequently inventory supplies can determine waste in food preparation and theft of food or liquor.

To avoid other types of financial loss, many businesses restrict employees from the following:

- taking home leftover food
- eating while working
- possessing keys to the business
- having access to other employees' timecards or paychecks

Employees should ask for two forms of identification from customers who pay with a check. The most common form is a driver's license with a photograph. A credit card is usually the other form of identification needed. Many businesses contract with companies who provide insurance against bad checks. These companies maintain databases of bad check writers. The employee simply enters the information from the check into a console or the console may have a scanner that reads the account information off the check. The information is checked against the insurance company's databases and the check will be approved or denied depending on the results of the scan process.

Many hotels have more than one cash register. Some hotels have cash registers located at the restaurant, bar, gift shop, and front desk. In these hotels, security personnel monitor the issuing and receiving of money between cashiers and supervisors. Cashiers and supervisors are responsible for the money in their cash registers. Sales and cashier accuracy is logged daily and checked periodically by security.

Procedures for controlling the transfer of cash among cashiers vary depending on many variables. Each business or chain must develop a procedure that is effective and efficient for the circumstances. In some businesses, security personnel escort cashiers to and from their cash registers. Security personnel also monitor activity in and around the hotel's safe. Managers and supervisors usually are responsible for the money that is deposited into and taken out of the safe. All these transactions are carefully documented and checked by security personnel. In some businesses, automatic cash controller machines are used to give change or accept deposits. The manager usually conducts deposits and exchanges.

The hotel's accounting department and security department usually control policies and procedures for monetary security. The department performs daily or weekly audits on tickets, charges, cash receipts, vouchers, cash register tapes, and money. Owners may arrange random independent audits to locate monetary loss and problems in accounting services.

At food and beverage operations, managers lock all doors at closing time even though guests may still be inside eating. Managers keep the doors locked so that no one can enter the restaurant. After the food operation closes and the guests leave, employees count and record the money in an area away from all windows and doors. The drawers of cash registers are left open at closing time. Money is deposited in the bank at least once a day to avoid having excess cash in the business.

When going to the bank to make deposits, a manager should observe the surroundings as he or she walks to and from the car. At the bank, the manager should be sure he or she is safe. Often, managers have other employees escort them to the bank. Allowing more than one person to make the deposit discourages potential thieves from approaching. Both employees can observe the surroundings and witness bank personnel verifying the deposit.

◆ Essential Questions: ◆ Prevention of Monetary Loss

1. How does performing regular inventories of stock help prevent monetary loss?

2. Employees who eat or "graze" while working at a foodservice operation can cause a significant loss for the business. How can this practice be prevented?

PROPERTY SECURITY

Hospitality operations protect their property by taking the following precautions:

- Department managers keep a limited amount of cash on hand. Daily bank deposits are recommended.
- Cash register drawers are left open and empty when the business is closed so burglars will not damage them.
- Names or numbers are engraved on furniture and equipment for identification and recovery if stolen.
- ***Burglar alarm systems*** are used to deter crime. Burglar alarm systems produce loud noises when windows or doors of a building are tampered with. Uses of ***deadbolt locks*** (locks for doors with square-headed bolts that can only be moved by the key) are recommended. All windows should remain locked.
- Lights left on inside and outside the building after closing also deter criminal activity.

Hospitality employees should report all property damage and unsafe conditions they discover. In addition to reporting damaged facilities, furnishings, equipment, and fixtures, employees also should look for conditions that might pose security problems. Examples include the following:

- damaged windows and doors that might indicate attempted or forced entry
- cloudy or missing peepholes in guest room doors
- shrubs that need to be pruned or moved away from walkways (Shrubs can provide a hiding place for unwanted intruders. When too close to a walkway, shrubs can cause a person to fall.)
- inadequate lighting in parking lots, walkways, stairways, and public areas and inadequate lighting outside guest rooms

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These conditions should be routinely observed. Any unusual condition should be reported to the supervisor and general manager immediately. Damaged property should be repaired immediately to avoid injuries.

Many employees use keys while performing their tasks each day. Managers or security personnel usually keep the keys. Employees often are required to sign for keys and return them when they are finished with them. No business keys should leave the property except the keys used to lock and unlock the buildings. If keys are lost, the management will conduct an investigation.

In hospitality services businesses, beverage and storage areas are locked to control loss of supplies. Keys to beverage storage areas are given only to those employees who sign a log and are escorted by a security employee. Locks that require two keys may be helpful to deter theft. Also, time locks may be used to record on paper the time the storage area is locked and unlocked. This time lock can identify times when the area has been unlocked during unauthorized hours by personnel. Other types of locks can be used and should be changed occasionally. It is important to change locks when personnel changes are made involving people who have had access to the storage area.

Some hotels monitor building exteriors, parking lots, walkways, entrances, cash registers, front desk areas, employee entrances, and kitchen back doors with surveillance cameras. While these monitors can be watched continually, they also record all activity on videotape. The tapes can be viewed to help identify suspects, document events, and determine how security measures have been broken.

As a security measure, hotels also restrict the number of entrances and exits available. Some exits may be reserved for emergency use only. Limited entrances make security easier to maintain. One major entrance and exit in the front lobby is easier to control than is twenty or more entrances in one building. Most hotels with many entrances lock them and guests use their room keys to enter. Security officers and managers also routinely patrol the premises and parking lots at irregular intervals. By patrolling at irregular times, potential criminals cannot estimate patrol schedules. Security officers and managers look for unusual activity, loiterers, vagrants, and areas that are inadequately lighted. Lighting is important to the security of the property, including guest and employee security. Brightly lighted parking lots help eliminate shadows where criminals can hide. Some large properties install closed-circuit television surveillance to increase security.

Security officers wear uniforms or plainclothes. Some hotels prefer security officers to wear uniforms and badges. Other hotels prefer their security officers to wear plainclothes.

Some hotel managers believe that ***uniformed security officers***, officers who wear a uniform that identifies them as security personnel, make guests feel more comfortable and secure. Some managers believe that obvious security figures help deter crime.

On the other hand, some hotel managers believe that the presence of uniformed security officers make guests feel unsafe and fearful. Guests may wonder if the hotel has had a history of crime requiring such an obvious deterrent. These hotels usually have plainclothes security officers. ***Plainclothes security officers*** are security officers whose clothing does not identify them as security personnel.

The security officer's clothing is believed to affect the person's reaction. When a uniformed security officer approaches a person, the person knows he or she is speaking to a security officer and as a result, the person often becomes suspicious and defensive. According to research theories, people are more likely to cooperate with a plainclothes security officer and are less suspicious because they may not realize at first they are speaking with a security officer. The situation may be less obvious and less embarrassing. Hotels have set policies regarding security procedures, and employees receive training when they go through new employee orientation.

An important characteristic of a good security system is the officer's ability to respond quickly in an emergency. Security officers usually have beepers or walkie-talkies that enable them to communicate with each other. During emergencies, quick communication is often the key to preventing loss of property, money, or lives.

◆ Essential Questions: ◆
Property Security

1. Why should security officers patrol hotel and foodservice grounds on an irregular schedule?
2. Under what circumstances is an uniformed security officer prefer -able to a plainclothes officer?
3. How do employees learn about security procedures at the facility they are employed at?

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Chapter Highlights

- Crimes that occur at hospitality businesses cause financial loss and invasion of security. These crimes also cast a dark shadow on a business' reputation.

- Security responsibilities are part of each employee's duties. Management has the ultimate responsibility for security.

- Any suspicious activity or person on the premises should be reported to a supervisor or manager. All employees work together to protect guests, fellow employees, and business' property and assets.

- A vital concern of lodging operations is to provide safe rooms for guests. A major part of guestroom security is key control.

- Most hotels are now equipped with electronic door locks which use an encoded plastic card in place of a key. The advantage to these electronic locks is that the combinations can be easily changed without having to change the hardware.

- Front desk personnel do not give guests' room numbers to people inquiring this information. The front desk clerk directs the guest to use a house phone and connects them by phone to the occupant of the room.

- Texas hotels are responsible for lost valuables up to $50.00 maximum. However, hotels usually provide safe-deposit boxes for guests' valuables.

- Some hotels have begun to install personal safes in guestrooms for guests to lock their valuables. These safes are usually equipped with four or five digit codes that lock and unlock the safes.

- If a guest believes an item has been stolen from his or her room, management usually investigates the matter. If management concludes that an item has been stolen, then the manager may reimburse the guest up to the limitation of liability.

- Security is not only important for a guest's protection, but also for employee protection. Employees have the right to work in a safe and secure environment.

Chapter Highlights, Cont'd.

- Employees should ask for two forms of identification from customers who pay with a check. The most common form is a driver's license with a photograph. A credit card is usually the other form of identification needed.
- Some hotels monitor building exteriors, parking lots, walkways, entrances, cash registers, front desk areas, employee entrances, and kitchen back doors with surveillance cameras. While these monitors can be watched continually, they also record all activity on videotape.

Chapter 18

The Engineering Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

12A Describe functions of the engineering division.

12B Exhibit personal qualities and skills required of employees within the engineering division.

12C Describe specific duties of employees in the engineering division.

12D Perform appropriate tasks according to industry standards.

12E Analyze the relationship between the engineering division and front desk operations.

12F Apply available technological innovations to operations within the engineering division.

Chapter Vocabulary

algae -
bitumen
chief engineer
chlorine
fertilizer
grease traps
groundskeeper or landscaper
heating elements
horticulture
hot tubs
lime
mildew
pesticides
pH level
plumber's snake
pool brush
pool skimmers
preventive maintenance
refrigerant
saunas
skimmer baskets
spa
super-chlorine
weight rooms
whirlpool baths
xericapes

The engineering department plays an important role in hotel operations. The engineering department is involved in all kinds of daily maintenance of equipment and is responsible for operations of highly technical areas as well. The communication between the front desk and housekeeping and engineering are vital to a successful operation. When a guest has a problem with air conditioning or a clogged drain, they call the front desk who then contacts a maintenance representative from the engineering department. Often a housekeeping employee cleans after an engineering employee has repaired something in a sleeping room. The front desk acts as "information central" and keeps all departments abreast of the status of maintenance and repair requests. Licensed engineers, skilled craft workers, plumbers, and outside contractors are all part of the engineering department. Figure 18.1 shows an executive committee chart for a large hotel with the engineering component playing an integral part of the operation.

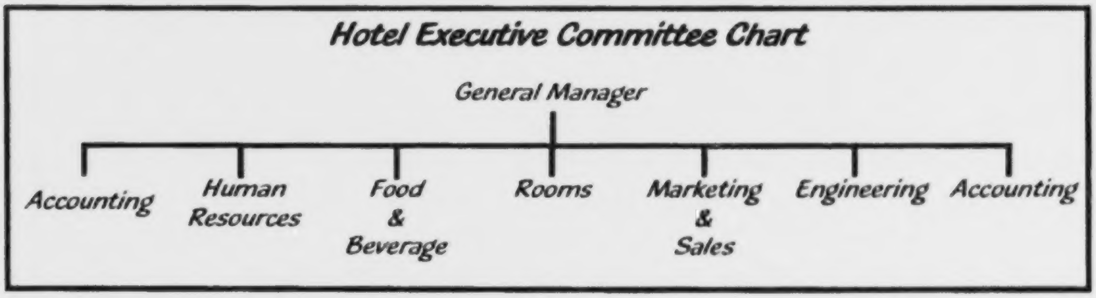
PROPERTY MAINTENANCE

Care of a hospitality facility property and assets is essential to guest satisfaction, business operations, and equipment investment. It is difficult to maintain a profitable operation if employees are working with malfunctioning equipment. This creates more potential for wasted time, inefficient production, and injuries. If any piece of equipment is not working properly, then employees are unable to serve the guests as well or work as efficiently. Inefficiencies in operation leads to guest dissatisfaction and loss of business to competitors. Good guest service can only be achieved when everything is working properly and all components are in place.

A good maintenance program promotes smooth operation and guest satisfaction. It also affects the investment the business has in its equipment. Commercial equipment is quite expensive and should be maintained to prolong its life. Preventive maintenance and repairs performed in a timely manner ensure increased life of equipment and minimizes the need for emergency repairs. Breakdowns are costly, inconvenient, and potentially hazardous to employees and customers. Major breakdowns can even cause a loss of business.

Technology in the Engineering Department

The engineering division staff is constantly under pressure to provide proposals and ideas to save energy. The typical guest today is more health conscious. Providing fresh air and filtered water has prompted installation of various systems for air and water control. Many showers and toilets are designed to save gallons of water. Technology in heating and cooling systems challenges hotel engineers to seek new ways to manage energy. Some progressive hotels have air conditioning and heat controls set at 70 degrees with windows and doors tightly closed. The engineering division is responsible for air quality as well as water and energy resources.



⇨ *Figure 18.1*

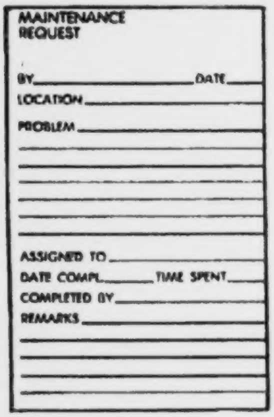
The Chief Engineer

Most hospitality facilities have a ***chief engineer*** or a facility manager who organizes the repair and maintenance on equipment, electrical systems, and mechanical systems throughout the whole property. The chief engineer is part of the executive management team responsible for the maintenance crew. Large facilities have plant managers who plan and coordinate communication between other departments, supervise maintenance teams, train employees, and manage the engineering department budget. Typically, chief engineers also work with insurance providers, negotiate service contracts and new equipment bids. These "maintenance" managers usually have an electrical license and plumbing repair experience. The engineering department, sometimes called the maintenance department, keeps all facility equipment, furniture, fixtures, and property in working order.

The Engineering Staff

The engineering/maintenance staff begins each day by learning what repairs need to be made. They usually get a list of maintenance requests from the general manager, front desk personnel, or housekeeping personnel. It is important for the maintenance or repair to be performed as soon as possible so that guests are satisfied and guestrooms are ready for potential customers. The maintenance staff prioritizes and schedules repairs and preventive maintenance tasks to be completed each day. The department tries to complete work in vacated rooms before the housekeeping department cleans it. Emergency or safety-related maintenance and repair problems receive first priority.

After performing each repair, the maintenance staff is responsible for cleaning up any mess made during the repair process. This cleanup includes removing all trash from the room, placing furniture in original positions, and making sure the room is ready to be occupied. The maintenance staff also checks to see that the finished repair looks professional. Before leaving the room, the maintenance person should close the drapes and turn off all lights. The housekeeping department should be notified if additional cleaning is needed. There should not be any evidence that a repair has been completed. A repair completed efficiently and professionally reduces replacement costs and prolongs the life of the item repaired.



MAINTENANCE REQUEST

BY__________ DATE_____
LOCATION__________
PROBLEM__________

ASSIGNED TO__________
DATE COMPL._____ TIME SPENT_____
COMPLETED BY__________
REMARKS__________

◆ *Essential Questions:* ◆ *Property Maintenance*

1. Why is appearance and upkeep of a hospitality facility and equipment important?
2. Who is responsible for maintenance and repair?
3. What skills does a chief engineer need to have in order to maintain a hospitality facility?

GUIDELINES FOR PREVENTIVE MAINTENANCE

General procedures for maintenance and repairs at hotels or food operations begin

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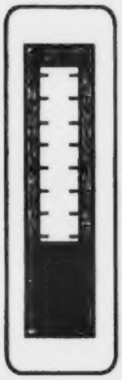
with plans to maintain equipment and property on a periodic basis. ***Preventive maintenance*** refers to the maintenance tasks needed to keep equipment in good repair and to avoid damage or equipment failure. Hospitality facilities often include each part of the building and property on a preventive maintenance schedule. This maintenance schedule helps keep the business from experiencing unexpected major breakdowns. It also prevents the business from having to react to major problems that could affect guest comfort and satisfaction.

Some of the critical items a chief engineer or maintenance team employee checks daily include the following:

- temperature, cleanliness, and chemical balance of the swimming pool
- temperature of the kitchen freezer and coolers
- temperature of the walk-in cooler
- temperature of the bar cooler
- thermostat controls in commercial areas or public areas
- temperature of the boiler

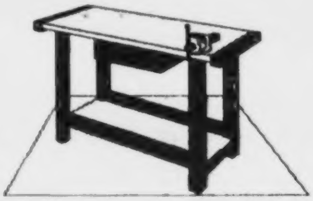


Operations that regularly check equipment are better able to notice signs of equipment failure rather just repairing items on an emergency basis. These businesses are better able to solve problems quickly and prevent major inconveniences.

Hotel room attendants check each room daily to identify maintenance problems. They complete maintenance request forms and return them to the engineering/maintenance department. Some hotels also place these maintenance request forms in the rooms for guests to use when they discover a problem. This helps the hotel quickly repair problems. Guests also can call the front desk to report problems.

Weekly preventive maintenance tasks performed by the engineering staff include testing, inspecting, and maintaining landscapes, building exteriors, elevators, lights, keys, pool areas, signs, stairways and walkways, entrances and exits, and water temperatures. Monthly tasks include checking and maintaining vacuum cleaners, air conditioner filters, smoke detectors, maintenance shop areas, and floor mats.

Equipment that should be inspected every two months includes the following: washers, dryers, kitchen appliances, water heaters, locks, key-making machines, meeting rooms, parking lots, gutters, housekeeping carts, cribs, and rollaway beds. Tasks performed on a quarterly basis include checking fire extinguishers, checking ice machines, rotating mattresses, and cleaning carpets. Tasks performed biannually include replacing bathroom fan filters, inspecting hot water systems, and replacing weather-stripping. Cleaning and inspecting pool filters is an annual task.



◆ Essential Questions: ◆
Guidelines for Preventive Maintenance

1. Why should hospitality businesses perform preventive maintenance on their equipment and facilities?
2. What are some problems to look for when inspecting facilities and equipment for problems?
3. How does the maintenance department affect customer's satisfaction?

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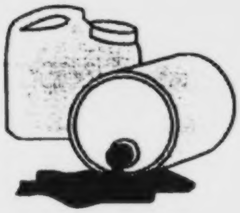
MAINTAINING PHYSICAL FACILITIES

The engineering staff determines the condition of all building components and the need for cleaning or repairing them. Managers and engineering employees frequently tour the buildings to check for the following conditions:

- chipped or peeling paint
- missing tiles
- structural cracks
- roof problems
- warped or cracked woodwork
- loose siding
- clogged gutters, downspouts, and drains
- blocked or damaged exits and entrances
- damaged walkways and stairways
- poor lighting
- loose or broken handrails
- damaged sprinkler systems
- broken windows
- removed air conditioning grills
- damaged ceilings
- damaged walls
- parking lot damage

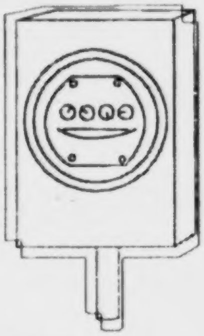


Exterior sidewalks and parking lots receive much abuse. They are affected by extreme hot and cold weather, which causes them to crack. Parking lots and sidewalks must be thoroughly repaired or redone every two to five years. Grease and oil stains on asphalt parking lots disintegrate the bitumen in the asphalt and cause damage. ***Bitumen*** is a mixture of hydrocarbons found in asphalt and tars used in paving roads and parking lots. Bitumen is also used for waterproofing. The stains must be cleaned periodically so the parking lot will last longer. A paste made from laundry detergent and water may be applied to grease and oil spots for about an hour and then rinsed. Areas where water stands should be noted because the water seeps under the surface, damaging the parking lot's subsurface. Cracks in the parking lot's surface should be repaired with crack filler while they are small. When the cracks are noticed and repaired they are less likely to create major problems.

A hospitality facility's electrical system is more extensive today than in the past. Consequently, more power is needed than ever before. Air conditioning, electrical appliances, audiovisual equipment, special lighting, computers, and electrical tools all require electricity. When fuses blow, they must be replaced. If a circuit breaker switch shuts off, it must be turned back on. Overloaded electrical circuits are a fire hazard. Many hotels periodically rewire their facilities' electrical systems to keep up with the demand for electricity.

Heating and Air Conditioning

Heaters and air conditioners used in public areas of hotels and food operations are checked periodically for refrigerant levels, correct gas pressure, and motor condition. Maintenance personnel regularly grease and lubricate the motor and bearings, tighten belts, flush coils, and clean filters. ***Refrigerant*** is a gas for cooling that is used in refrigeration and air conditioning.



Heating and air conditioning units in guestrooms are often individual units and should be maintained on a scheduled rotating basis. Many hotels' maintenance personnel clean air conditioning filters monthly and hotels in warm climates may clean them more often. Having spare filters on hand speeds the cleaning process. A maintenance person can install the spares, which can be used while the original filters are being cleaned. Many hotels have extra air conditioning units that are used

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to replace malfunctioning units so rooms can be occupied while damaged units are being repaired.

Another method maintenance departments use to maintain air conditioners are to take an air conditioning unit out of one room and replace it with a spare unit. During the day, maintenance personnel flush the original unit's coils and clean its filters. This unit becomes a spare unit. When another unit is removed to be cleaned, the recently maintained spare unit replaces it. Some hotels do this each day on a rotating basis until all air conditioners have been serviced. Then they begin the rotating process again.

If refrigeration coils are not cleaned periodically, the air conditioning unit becomes less efficient and uses more power. Dust-coated coils cause the motor to work harder. Soiled coils also cause the unit to recover temperature more slowly, which creates increased wear on the unit.

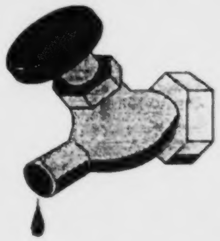
Many hotels have zoned central heating and air conditioning that is controlled in each room with a thermostat. One unit is zoned for a certain number of guestrooms and is connected to those rooms through ducts. Air circulation is based on need and demand per room. The size of the unit determines how many rooms it will service.

Plumbing

Plumbing problems occur as a result of normal wear and actions of guests. Engineering departments work regularly to keep sewer lines operating and to prevent damage and water waste caused by leaky faucets and dripping pipes.

Water is supplied through a continuous line located in plumbing chaseways. Because many people use the facility's toilets, sinks, and bathtubs, plumbing lines should be cleaned out twice a month. ***Grease traps*** collect certain types of waste in the plumbing lines. The plumbing lines should be pumped to clean out grease and accumulated buildup. After the plumbing lines are pumped, a chemical is put down the drains in all rooms to break up remaining grease and buildup. All wastewater is directed through one pipe and into the sewer.

By keeping lines clear, blockage is less likely to occur when guests discard substances in drains. Blockage and leaking does occasionally occur. Worn washers and seals cause drips. Leaks are caused by worn O-rings and packing. Drains can be reopened with a plumber's snake. A ***plumber's snake*** is a long, flexible device that looks like a snake. It is threaded into the drain through plumbing lines to break up the substance that is clogging the plumbing line.



Hot water systems should be cleaned biannually to remove lime deposit buildup. ***Lime*** is calcium oxide dissolved in water. Some areas, especially those with an underground water source have water which is very high in lime. Lime scale accumulates in water heaters causing the water temperature to lower, the heating cycle to extend, the noise to increase, and the units lifespan to shorten. Lime deposits also cause utility bills to rise. While the engineering staff cleans out the system, they also check pump motors, impellers, wires, and water temperatures. Water temperature should be about 120°F in guestrooms and 140°F in laundry rooms and kitchens.

Ice machines are linked to waterlines. Therefore, they too accumulate lime deposits and sediment buildup. They should be cleaned and sanitized quarterly.

Laundry equipment needs cleaning daily. The engineering staff cleans water line strainers each month and replaces washer hoses when they show signs of wear. Lint buildup must be removed from washer and dryer motors periodically to prevent the motors from overheating. Each month, dryer belts are checked and lint is removed from around burners, vent hoses, and exhaust fans. Lint screens and panels are checked periodically for wear and damage.

Kitchens

Kitchen equipment is subject to heavy grease, dust, and food splatter buildup. For sanitation, fire safety, and maintenance purposes, kitchens must be thoroughly cleaned and maintained frequently. Grease filters and surface elements must be cleaned daily. Fat or grease used in deep fryers is changed daily. Ovens also must be cleaned and checked for door gasket conditions and tight springs. Thermostats are checked regularly by someone trained to make adjustments. It is important to check periodically convection oven motors and blowers, gas pilot lights, broiler movements, steamer gaskets, steamer pressure, steamer timers, slicers, coffee equipment, burners, mixers, toasters, exhaust fans, refrigeration equipment, intake air grills, and dishwashers. Thorough daily cleaning of equipment minimizes expensive equipment repairs.

Guest Rooms and Public Areas

All rooms in hospitality facilities are treated for insects frequently or as needed to provide an insect-free environment. In guestrooms, insecticide is sprayed in bathrooms, on air conditioners, around baseboards and doors, and lightly on the carpets. Guestrooms that have been sprayed with insecticide are left to air and are cleaned at least one day before guests occupy them. The rooms should be checked for dead insects several hours after they have been sprayed and cleaned at that time. Because some guests travel with pets, fleas can be a problem. Flea eggs hatch in ten days, so rooms may need to be sprayed once after guests with pets leave and again ten days later.

Mildew can be a problem in bathrooms, vanity areas, kitchens, around air conditioning units, or anywhere moisture can be found. ***Mildew*** is a white or grayish coating formed by fungi. It is important to regularly treat areas where moisture is located with mildew-resistant chemicals. If mildew appears, it is treated with mildew spray and scrubbed immediately to prevent it from spreading. Engineering personnel replace mildewed caulk with new caulk to prevent mildew from returning. After a room is treated for mildew, room attendants proceed in cleaning the room.

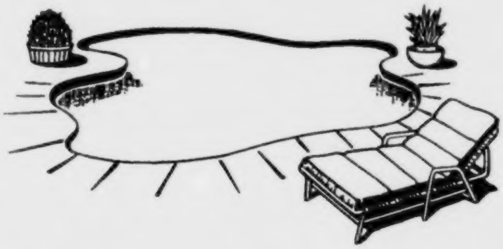
A guestroom should be remodeled after about five years. After five years, bedspreads, curtains, carpets, wallpaper, and other interior items are quite worn. The room usually needs complete remodeling. Everything is removed from the room and new items with updated colors, designs, and furnishings are installed. Bricks and tiles usually last longer than other interior elements. Lobbies and other public areas are usually remodeled at least every five to six years.

◆ Essential Questions: ◆
Maintaining Physical Facilities

1. What factors contribute to deterioration of parking lots and sidewalks?
2. What does dust accumulation do to air conditioning systems?
3. Why are hotel and restaurant plumbing systems more challenging to maintain than home systems?
4. What are some important periodic inspections that the engineering department is responsible for?

MAINTAINING SWIMMING POOLS, SAUNAS, HOT TUBS, AND WEIGHT ROOMS

Swimming pool conditions change continually, which makes it important for them to be checked once or twice daily for cleanliness, chlorine levels, pH levels, and the condition of safety features. The ***pH level*** of a pool is the level or condition of acidity or alkalinity in the water. The pH values range from 0 to 14 with 7 representing neutrality. Values above 7 are acid while values below 7 are alkaline. Pool water that is too alkaline has cloudy water and the chlorine will not work properly to disinfect the water. Pool water that is too acid causes corrosion in the pool pipes, which re-circulate water in the pool. City or county health departments check the pools for healthy conditions periodically.

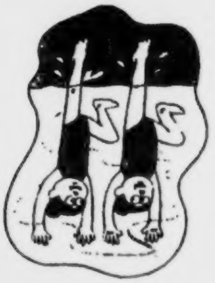


The engineering staff monitors the water's pH level and chlorine level. ***Chlorine*** is a greenish- yellow gaseous element used to purify water by disinfecting it. However, it is rarely added to pools in gas form. Most often, chlorine is added to pools as a liquid or in tablet or powder form. Because sunlight destroys chlorine, the chlorine level in water at the bottom of the pool is normally higher than the chlorine level at the top. Chlorine samples should be taken at the deep end of the pool about 1-1/2 feet below the water's surface and away from a water outlet. It is important for the chlorine levels in pools to be correct. Too much chlorine in the water burns swimmers' eyes. Too little chlorine in the water allows algae and bacteria to grow in the pool. Engineering personnel keep daily records of pool chemical balance checks and corrections.

To correct pH and chlorine levels, the pool should be closed for at least one hour while the appropriate chemicals are added to the pool water with the circulating pump running. The pump helps mix the chemicals and water. Before the pool is reopened, the water should be tested again for the proper levels and to see if additional adjustments are needed.

Pools are brushed, vacuumed, and skimmed every one to three days depending on pool size and usage. Pool lint baskets are cleaned regularly. The pump filter is routinely back-washed about once every one to three days depending on pool size and usage. Any potential problems noticed by engineering personnel should be reported to the general manager so that a pool company can be contacted to make repairs.

Pool skimmers are nets used to remove leaves and debris from the water. ***Skimmer baskets*** are used to collect trash in the pool. A long-handled nylon ***pool brush*** is used to



remove algae from pool walls, floors, and steps. ***Algae***, an aquatic plant, creates a slick film on pool surfaces that is unpleasant to feel and can cause guests to slip. When used with a muriatic acid and water solution, the pool brush can be used to help remove lime deposits and algae from the tiles in the pool. A clean lint basket in the pump gives the pump good strong suction while it is used to vacuum algae and sediment from the bottom and sides of the pool. The pump's filter and lint basket collect dirt and debris and are cleaned before and after vacuuming the pool.

The pool's water level is maintained about two inches above the bottom of skimmer openings. If the water level is any lower, dry air will be sucked in by the skimmers. This could result in pump damage. Fresh water is added to the pool to maintain the water level. During hot months, the water is checked often since it evaporates or is splashed out frequently.

Depending on the amount of use the pool receives, the pool should be treated with super-chlorine once every week or two. ***Super-chlorine*** is a different form of chlorine that is four times as concentrated as the chlorine added to pool water daily. Super-chlorine breaks up the nitrogen that has combined with the chlorine already in the pool so that the chlorine can work more effectively to keep the water clean. Super-chlorine also cleans the pool of non-filterable wastes, such as body oils and tanning oils, which build up with heavy use. Pools should be treated with super-chlorine every week during months of heavy use. Pools are closed during all chemical applications because the chemicals can harm swimmers and damage property if they are mishandled, splashed, or are not mixed well into the water. The best time to treat a pool with super-chlorine is at night when the pool is closed so it will be ready for use the next day.

Whirlpool baths and ***hot tubs*** are relaxing baths of heated, circulating water, usually found near swimming pools at hotels. Built-in ***heating elements*** are the sources of heat that warm the water. These baths should be cleaned and checked for water level and pH levels each day. The water level must be above the heating elements so that the elements are not exposed to air. If exposed, the elements will burn out. When whirlpools are used, water is splashed out, thus creating the need to refill. Spas and weight rooms also should be checked daily. ***Weight rooms*** are rooms filled with weightlifting equipment available for guests use when exercising. A ***spa*** is the area where saunas, whirlpool baths, some swimming pools, and weight rooms are located. All weightlifting equipment must be properly maintained to avoid injuries. The room should be checked to see that all equipment is working.

Saunas are rooms that provide a heated bath treatment. The heat is produced from running water over heated rocks. The sauna is hot enough that it inhibits the growth of most bacteria and viruses. However, the sauna must be cleaned, sterilized, and disinfected each week.

◆ Essential Questions: ◆
Maintaining Swimming Pools, Saunas, Hot Tubs, and Weight Rooms

1. Why is important to clean and test the chemical balance of swimming pools?
2. How do acid, alkali, and chlorine affect pool water and/or pool equipment?
3. Why should pools not be chemically treated while swimmers are present?

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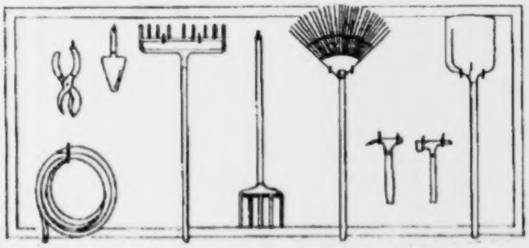
GROUNDS MAINTENANCE

Large hotels employ a groundskeeper or landscaper who is knowledgeable of horticulture. ***Horticulture*** is the science and art of growing plants. ***Pesticides*** are agents used to destroy pests, weeds, and insects.

Groundskeeping is just one of the duties of the maintenance staff of small hotels. Groundskeeping is important to the overall appearance of a hotel and the hotel's ability to attract customers.

The ***groundskeeper*** or ***landscaper*** is someone who is responsible for picking up trash and debris, watering the landscape and interior plants, clipping hedges, pulling weeds, mowing and edging the grass, preparing plants for winter, and performing other horticultural duties. Plants should be pruned away from doors, windows, stairways, walkways, and vents when growth becomes uneven. Trees should be pruned of dead or damaged branches. The hotel's objective is to present a neat, manicured appearance.



A fertilization schedule is an annual plan for fertilizing plants, lawns, and trees. It helps facilities to plan annual dates for fertilizing plants on the property. ***Fertilizer*** is the substance made from natural or synthetic materials that is spread upon the soil to make it rich in the material needed for plant growth. Fertilizer also helps plants grow and remain healthy to beautify the property. It is important to remember that too much fertilizer or too frequent fertilization can damage or kill plants and be washed by rain or irrigation into surface and underground water sources. Fertilizer contamination of water sources can poison wildlife and people, and can cause the growth of undesirable aquatic plants and organisms.

Landscaping frequently requires a watering cycle to keep an attractive appearance. Watering schedules should be matched to plants, soil conditions, and weather. Overwatering is just as deadly to many plants as under-watering and is costly to the business and the environment.

Installing and maintaining landscaping is very costly for businesses. Businesses consider this cost worthwhile because attractive landscaping has a very positive effect on public perception. Poorly planned landscaping is more expensive to maintain and wasteful of environmental resources. Well-planned landscaping matches plants to soils, weather conditions, and intended use. Some examples of well-planned landscaping include:

- ***xeriscapes***, which use plants having low watering requirements
- reducing lawn areas thereby reducing mowing requirements
- using plants native to the local area
- building facilities around existing trees
- using mulch around plantings to conserve soil moisture

◆ **Essential Questions:** ◆

Grounds Maintenance

1. Why should plants and fertilizers be carefully matched to soil and climate conditions?
2. How can a hospitality business plan landscaping to be environmentally friendly?
3. Why do hospitality businesses invest money in landscaping and grounds maintenance?

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Chapter Highlights

- Care of a hospitality property and assets is essential to guest satisfaction, business operation, and equipment investment.
- Hospitality facilities often include each part of the building and property on a preventive maintenance schedule. This maintenance schedule helps keep the business from experiencing unexpected major breakdowns.
- Exterior sidewalks and parking lots receive much abuse. They are affected by extreme hot and cold weather, which causes them to crack. Parking lots and sidewalks must be thoroughly repaired or redone every two to five years.
- Heaters and air conditioners used in public areas of hotels and food operations are checked periodically for refrigerant levels, correct gas pressure, and motor condition.
- If refrigeration coils are not cleaned periodically, the air conditioning unit becomes less efficient and uses more power. Dust-coated coils cause the motor to work harder.
- Plumbing problems occur as a result of normal wear and guests actions. Engineering/maintenance departments work regularly to keep sewer lines operating and to prevent damage and water waste caused by leaky faucets and dripping pipes.
- Kitchen equipment is subject to heavy grease, dust, and food splatter buildup. For sanitation, fire safety, and maintenance purposes, kitchens must be thoroughly cleaned and maintained frequently.
- All rooms in hospitality businesses are treated for insects frequently or as needed to provide an insect-free environment.
- Swimming pool conditions change continually, which makes it important for them to be checked once or twice daily for cleanliness, chlorine and pH levels, and the condition of safety features.
- Mildew can be a problem in bathrooms, vanity areas, kitchens, around air conditioning units, or anywhere moisture can be found. Mildew is a white or grayish coating formed by fungi. It is important to regularly treat areas where moisture is located with mildew-resistant chemicals.
- Pool water that is too alkaline has cloudy water and the chlorine will not work properly to disinfect the water. Pool water that is too acid causes corrosion in the pool pipes, which re-circulate water in the pool.

Chapter 19

The Rooms Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

- 3C Explain management functions related to operations in the hospitality industry.
- 7A Describe roles and responsibilities of the departments within the rooms division.
- 7B Exhibit personal qualities and skills required of employees within each department.
- 7C Describe specific duties of employees in various departments.
- 7D Perform appropriate tasks according to industry standards.
- 7 E Apply available technological innovations to operations within the rooms division.

Chapter Vocabulary

bell captains
bell staff
concierge
executive housekeepers
front desk clerk
front desk supervisor
front office department
front office manager
inspectors
laundry attendants
mail and information clerks
night auditors
PBX
public area housekeepers
rack rate
reservations managers/clerks
room attendants
security department
yield management

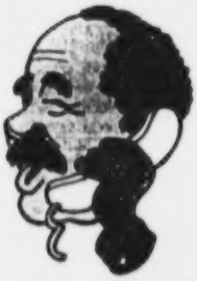
As the name implies, the rooms division of a hotel is responsible for everything involving the guestrooms and guest services in a hotel. The rooms division is also referred to as the "front of the house." It is often the first department encountered by guests in the lobby, as they are unloading baggage with the help of the bellstaff when they call for reservations, or enter the hotel to check in. The rooms division consists of the front office, security, and housekeeping departments. See the organizational chart of the Rooms Division in Figure 19.1.

Many social and cultural influences affect the operations of the rooms division in a hotel. The following are trends that specifically affect the way the rooms division of a hotel is managed.

- Guests are focused on personal security and want to stay at properties where they feel safe and protected.
- Guests are more aware of the environment and want products and amenities that are kind to nature.
- The use of technology has grown and continues to challenge hotel operators. The ability of guests to make room reservations over the Internet has simplified the process tremendously.
- The number of women and minorities working in the hospitality industry has changed the face of management.

THE FRONT OFFICE DEPARTMENT

The ***front office department*** is responsible for reservations, registration, room assignments, room status, payment collection, telephone or PBX operation, departmental bookkeeping, and deposits. The employees of this department have more interactions with guests than any other department. The front office manager directs the function of the front offices.



Front Office Manager

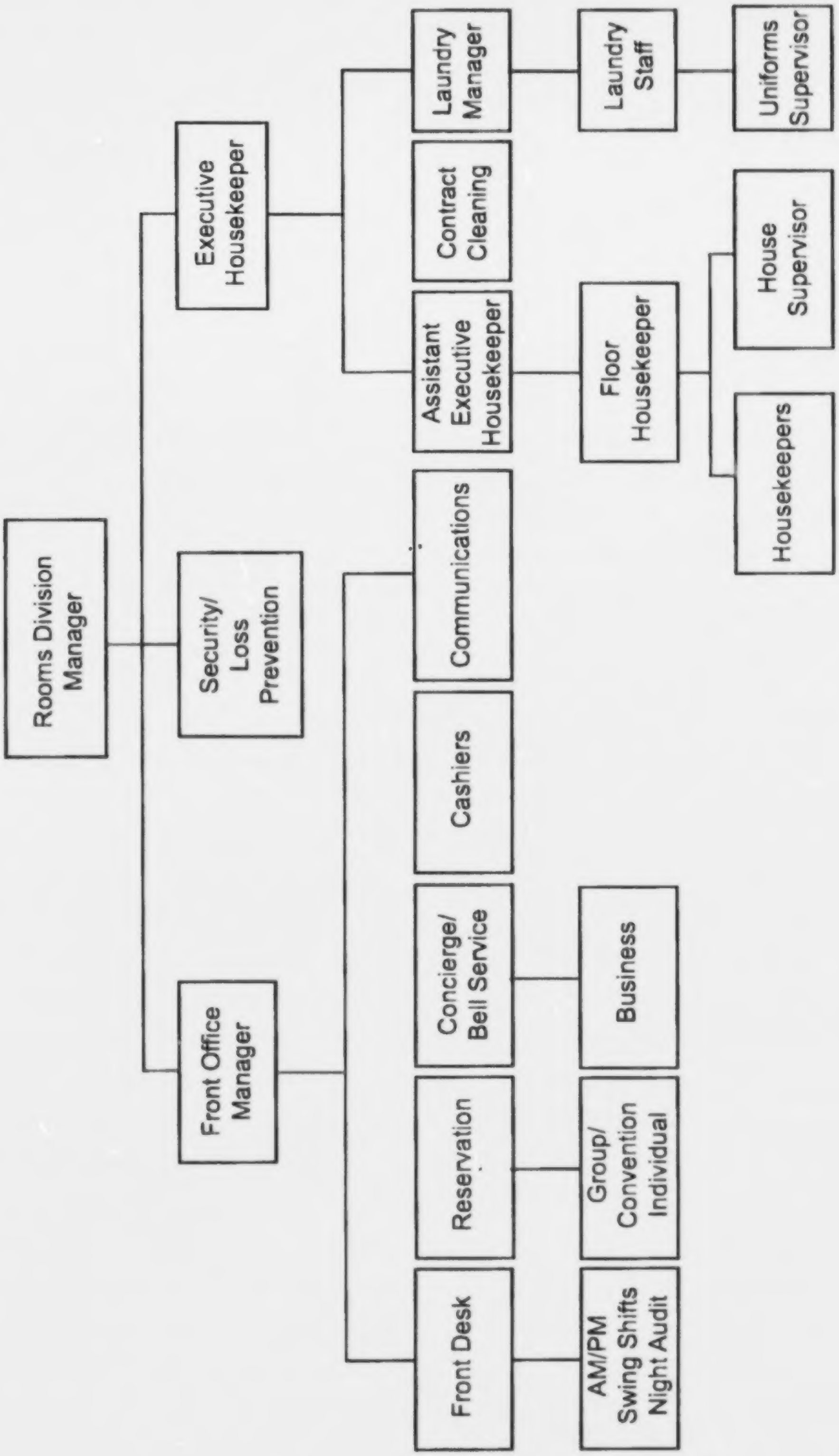
The ***front office manager*** supervises front office operations including reservations, registration, guest check-in and check-out, PBX or telephone operations, bell service, departmental budgeting and accounting, and front office personnel. Front office managers also prepare weekly estimates of the number of reservations and rooms the hotel expects to fill. The owner or general manager of the hotel depends on the front desk to use a pricing system called yield management. ***Yield management*** is a technique used to maximize room revenue by using the principle of supply and demand. The prices rise when demand is strong and prices drop when demand is weak. This yield management monitors reservations and looks at previous history and current trends to determine the number and type of rooms to sell at the right price to get the most revenue possible. The price of a room is quoted at rack rate. ***Rack rate*** is the rate or price of a sleeping room used as the benchmark quotation. Depending on the date, group of guests, and rate chart, the price of a sleeping room could range from $90 to $135 on the same night. Figure 19.2 shows different types of room rates that hotels often offer.

These estimates help department managers develop employee work schedules to accommodate the projected workload. Projections of room occupancy also help the executive chef plan food purchases and food preparation amounts.

Front office managers also do the following:

- train front office employees
- build and maintain employee morale
- receive and resolve guest complaints
- maintain current information

Rooms Division Organizational Chart


Rooms Division Manager
Front Office Manager
Security/ Loss Prevention
Executive Housekeeper
Front Desk
Reservation
Concierge/ Bell Service
Cashiers
Communications
Assistant Executive Housekeeper
Contract Cleaning
Laundry Manager
AM/PM Swing Shifts Night Audit
Group/ Convention Individual
Business
Floor Housekeeper
Laundry Staff
Housekeepers
House Supervisor
Uniforms Supervisor

⇨ *Figure 19.1*

Types of Room Rates

Rack Rate

Corporate Rate

Association Rate

Government Rate

AARP (American Association of Retired Persons) Rate

Wholesale Rate

Group Rate

Promotion Rate

⇨ ***Figure 19.2***

- schedule staff according to estimated needs
- monitor all aspects of the front office

In addition to management responsibilities, the front office manager must know how to do all of the jobs of those they manage. Managers often must fill in for someone in their department who is absent for the day or just for a short period of time. If the front desk should suddenly become very busy, for example, the manager can step in as a front desk clerk to help serve the guests. Since managers are responsible for training, they must know the various positions well in order to teach them to someone else. An assistant manager or front desk supervisor assists the manager.

The Front Desk Supervisor

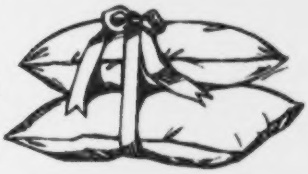
A ***front desk supervisor*** assists the front office manager in supervising all front desk operations. Duties of front desk supervisors include the following:

- "checking the bucket" daily, which means checking housekeeping's occupied room reports against front-desk's room rate postings
- resolving complaints and problems with front desk employees and the bell staff
- adjusting staff schedules
- making sure each shift's bookkeeping records balance
- training front desk clerks

- handling guests' problems and complaints and forwarding these to a manager
- making sure registration cards are filed daily
- informing the front office manager of problems

The Front Desk Clerk

Employees who perform the duties of front desk clerks have many different titles depending on hotel preferences. Titles may include front desk service representative, guest service representative, and front office clerk. A ***front desk clerk*** is an employee whose job is to provide prompt, friendly, and efficient service to all hotel guests in a professional manner. The front desk clerk is often the first employee to interact with a guest and often the first to know about guest complaints or problems. Front desk clerks must be friendly, courteous, and patient. In many hotels, a front desk clerk's duties include the following:



- registering guests
- checking in and checking out guests
- making reservations
- completing shift bookkeeping
- performing cash transactions
- recording room inventory
- operating a PBX or telephone system
- communicating with the housekeeping department
- communicating with the maintenance and security departments
- sorting mail
- relaying messages, faxes, and other information
- practicing key control
- monitoring lobby activity and reporting problems to management or security
- selling rooms or additional services to guests
- monitoring and replenishing refreshment areas such as breakfast or snack rooms

In larger hotels, these duties may be divided among several front desk employees with specific titles, such as reservations clerks, rack clerks, room clerks, and mail and information clerks.

The front desk, in many ways, is the heart of a hotel. Guests come to the front desk with any question, request, or complaint they have. Front desk clerks should have the information and authority to assist guests efficiently without passing the guests off to other employees. In times of crisis, such as during a fire or other emergency, the front desk serves as the base of operations. Front desk clerks must have the ability to remain calm under pressure and be trained to coordinate the activities of others.

The Reservations Manager and Reservation Clerk

Reservations managers clerks are employees who receive and process reservation requests from prospective guests by telephone, mail, fax, or Internet. They process the requests from prospective guests by using computer systems to find out which rooms are available and then assigning guests rooms for the needed length of stay. Reservations managers and clerks enter guest arrival times and other information in the computer system. The guest can be pre-registered using this and other basic information such as credit card and billing information. Pre-registration makes guest check-in more efficient, which is a benefit to the guest and to the hotel. Reservations managers and clerks also work closely with the sales department to process group reservations.

Since computer-based information management systems are common, the role of reservations managers and clerks has changed. In the past, reservations clerks simply recorded reservations requests. Now reservation clerks are more involved in sales. Computers provide very detailed information on the rooms, such as bed size, views, smoking or non-smoking, and electronic equipment available. Reservation clerks use this information to sell the room to guests.

The Mail and Information Clerk

Mail and information clerks sort and process outgoing and incoming mail for the hotel and its guests. Many guests receive mail or packages at a hotel during their stay. Mail that arrives after a guest has checked out must be forwarded to the guest's home or business address. Mail and information clerks also answer guest's questions about area shopping centers, restaurants, entertainment opportunities, and tourist attractions. They also make arrangements for guest's theater tickets, transportation, and local tours.

The Concierge

In larger hotels, especially luxury hotels, a concierge may have some of the responsibilities of a mail and information clerk. A ***concierge*** provides custom services to guests and services as a link between guests, the hotel, and other area attractions. The concierge maintains information and brochures on attractions such as restaurants, theaters, concerts, museums, shopping, and transportation. A concierge makes reservations at restaurants or obtains tickets to events for guests. Some hotels have "concierge level" floors in which all of the guest rooms on that floor receive specialized service. These "concierge" floors frequently offer a guest lounge, which may serve breakfast and evening refreshments or business centers with computers, printers, fax machines, and presentation equipment. In this case, the concierge manages all of the facilities and services on the floor along with individual guest requests.

The Telephone or PBX Operators

Telephone or PBX operators process all telephone calls for the hotel including in-house calls, outside calls, recalls (calls to guest room telephones that return to the operator when there is no answer), and routine wake-up calls. Operators also conduct telephone message services and page hotel employees and guests. They also disable guestroom telephones when necessary, such as to prevent a guest from making an unauthorized long-distance call. Often school sponsors request that phones be disabled for their particular student group. Telephones that have been disabled only allow in-house calls. PBX and telephone operators also provide information about guest services and the surrounding area. They also have other duties that are established by hotel management, such as filing registration cards or serving as front desk clerks when needed.

More sophisticated telephone systems reduce the responsibilities of telephone operators. ***PBX*** stands for Private Branch Exchange and is a self-contained telephone system within a business. Modern PBX systems handle most calls and transactions automatically, including making connections, voice mail or messaging, long-distance or local call billing, and wake-up calls. Some PBX systems are linked to the hotel's television network so messages can be retrieved and the guest can check bills via the television.

The Night Auditors

Night auditors ensure that all revenue the hotel front office receives is posted daily to the correct departments. The bookkeeping audit includes posting room charges, tax, and other charges; balancing all income-producing departmental accounts, city ledgers, and cash; and balancing and verifying the accuracy of all daily work. Night auditors also prepare reports for the accounting office, front office manager, and the general manager. Night auditors perform their auditing work while also performing front desk clerk duties during the audit shift. The audit shift usually begins in the late evening hours and ends after dawn. In smaller hotels, managers may perform the duties of night auditors during the audit shift. These managers perform audit duties in addition to resolving guests complaints and other problems, registering guests, operating telephone or PBX systems, taking messages, and selling rooms.

Bell Staff

The ***bell staff*** consists of bell attendants and bell captains. In some larger hotels, bell staff also includes door attendants and valet parking attendants. Bell attendants are employees who escort guests and carry their luggage from the front desk to their rooms. The bell attendant should open the room's door; turn on the lights; make sure the room is in order for receiving guests; turn on air conditioning or heating units; give instructions to guests about how to operate room features; mention the hotel's facilities, services, and the location of vending and ice machines; and provide any information or assistance guests need.

Bell attendants help promote the hotel and its features. They also deliver extra bedding or room service trays and provide laundry pick up service, valet service, and other requested services. The bell staff also is responsible for operating courtesy vans or shuttles used to transport guests to airports. Bell attendants often deliver laundry or food to guests and log storage of guest's luggage. ***Bell captains*** are employees who supervise and train bell attendants. They also perform bell attendant duties and act as service managers.

◆ Essential Questions: ◆
The Front Office Department

1. What are the positions within the front office department? What are their responsibilities?
2. What are five examples of qualifications and personal qualities employees in the front office department should have?
3. How will future technology change the jobs in the front office department?

THE SECURITY DEPARTMENT

The ***security department*** is responsible for making sure all guests and employees are safe at the hotel. Chapter 17 presents the security department in relation to the entire hotel property but it is important to emphasize the relationship of security to the rooms division. The law states that owners of lodging facilities must take all precautions to protect guests and are held responsible for injuries to guests while they are staying at the

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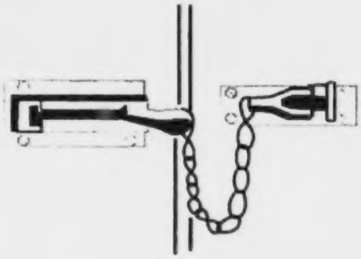


hotel. Prevention is the focus of the security department. Established procedures and extensive training prepare the security staff to address any problem that may occur. The department consists of a security department manager and several security officers and is typically under the rooms division.

Security staff in the rooms division have responsibilities in the following areas:

- Emergency procedures for fire or weather-related emergencies
- Guestroom security
- Loss prevention and locks
- Entrances and exits
- Alarm systems
- Control and monitoring of the perimeter of the facility
- Lighting
- Closed-circuit video equipment; closed circuit television cameras help reduce the number of thefts and assaults
- Safe deposit boxes
- Record keeping

Members of the security staff should be trained in cardiopulmonary resuscitation (CPR) and first aid. They also issue and receive cash bags at the vault, write security log entries about incidents occurring during each shift, and assist with disturbances and call the police if necessary.

The Director of Security

The director of security prepares staff schedules, controls labor costs, schedules maintenance of equipment (such as radios and fire equipment), and is responsible for overseeing key control of guest room locks. In most hotels, the director of security also conducts training on security procedures for other hotel employees.

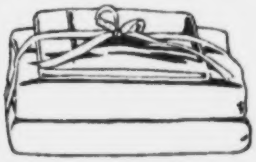
◆ **Essential Questions:** ◆

The Security Department

1. What are the duties of the security department?
2. What skills and qualities should someone employed in the security department have?
3. What recent technology has upgraded security procedures?

THE HOUSEKEEPING DEPARTMENT

Hotel guests expect their hotel rooms to be clean. If they are not clean, hotel guests complain to the management and probably will not stay at that hotel again. Clean guestrooms are ranked number one in importance to guests and employees as well. Clean rooms also contribute to preventive maintenance because clean furnishings, fixtures, and equipment last longer. The housekeeping department is responsible for cleaning and maintaining guestrooms and public areas. Employees in housekeeping are constantly being challenged to maintain the highest standards of cleanliness and efficiency. The staff consists of the executive housekeeper, inspectors, room attendants, public area housekeepers, and laundry attendants.



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The Executive Housekeeper

Executive housekeepers are responsible for training, scheduling, supervising, and motivating all housekeeping employees. The executive housekeeper tries to operate the department in the most efficient manner possible and enforce procedures and policies to maintain standards of quality. The executive housekeeper also assists hotel managers or personnel officers in hiring housekeeping employees by giving input about applicant's suitability to the work. In small hotels, executive housekeepers develop and conduct inspections of guestrooms after room attendants have cleaned them. Inspectors in larger hotels perform this duty.

Executive housekeepers develop budgets and training programs and conduct periodic employee appraisals. They maintain contact with the front desk clerks to give room status reports throughout the day so front desk clerks can rent rooms to guests. Executive housekeepers also train housekeeping supervisors to perform the duties of the executive housekeeper when he or she is off duty. Figure 19.3 shows typical activities in the day of an executive housekeeper.

Inspectors

Some larger hotels have ***inspectors*** or checkers who help the executive housekeeper inspect guestrooms that have been cleaned. The executive housekeeper, floor supervisors, or wing supervisors in smaller hotels perform this duty. Inspectors are responsible for working with room attendants to ensure that rooms are cleaned thoroughly. Inspections occur after a room attendant finishes cleaning a room. If a room has not been thoroughly cleaned, the inspector completes a form that is given to the room attendant. The form

A Day in The Life of an Executive Housekeeper

7:45 a.m.	Check the lobby and public areas with the night supervisor.
8:00 a.m.	Check housekeeping logbook and forecast house count for number of checkouts.
	Check daily activity reports, stay-overs, check-ins, and VIPs to ensure highest standards.
8:30 a.m.	Lead housekeepers meeting and solve problems.
9:00 a.m.	Train new employees.
9:30 a.m.	Meet with housekeeper supervisors and department managers.
10.00 a.m.	Give out productivity checks and work on department budget.
11:00 a.m.	Approve purchase orders, check inventory, and begin room inspections.
1:30 p.m.	Have lunch meeting with front desk manager.
2:00 p.m.	Inspect the remainder of sleeping rooms.
4:00 p.m.	Review maintenance checks and interview potential employees.
5:00 p.m.	Meet with human resource director, counsel employees with attendance problems, and meet with potential distributors for cleaning supplies.
6:00 p.m.	Meet with night cleaning shift and check out to go home.

⇨ ***Figure 19.3***

gives specific instructions about items that need further cleaning and asks that this be done to finish the room.

When checking rooms, inspectors look at the room's overall appearance and specific items. They check the carpet and upholstery for spots and look for dirt, dust, and debris on surfaces. Beds must be made properly, and there should be no spots on walls, shower curtains, surfaces, chrome, or glass. Inspectors look for tarnished metal, fresh and adequate guestroom supplies and amenities, and the accomplishment of special cleaning projects. Inspectors mark the status of each room they inspect on inspection forms. After a room has been cleaned, inspected, and approved, it is ready to be rented and occupied by a guest. The inspector contacts either the front desk or the executive housekeeper to report the rooms that are ready for occupancy.

The Room Attendants

Room attendants or housekeepers thoroughly clean an average of fifteen to sixteen guestrooms a day, spending about twenty-five minutes on each room. Their work involves the following:

- washing, disinfecting, and polishing bathroom and vanity fixtures and furnishings.
- dusting guestroom furnishings
- replacing sheets and making beds
- cleaning mirrors
- removing trash and dirty linens
- vacuuming the carpet
- scrubbing bathroom floors
- straightening the room
- replenishing guestroom supplies and amenities

The Public Area Housekeepers

Public area housekeepers are also called lobby attendants or housestaff. Public area housekeepers clean all public areas and restrooms, recreational areas, food and beverage areas, activity rooms, service areas, storerooms, and hallways daily. They also gather guestroom's dirty linens from room attendants and take them to laundry attendants. Public area housekeepers refill and restock cleaning supplies in storerooms, keep inventory of supplies in stock, notify the executive housekeeper when supplies are low, restock linen closets, and empty trash from room attendants' carts and vacuum cleaner bags. They also clean carpet, upholstery, light fixtures, stairways, walkways, and meeting rooms.

The Laundry Attendants

Laundry attendants sort, wash, dry, fold, stack, and store hotel linens. Types of linens include towels, washcloths, hand towels, terry bath mats, rubber bath mats, sheets, pillowcases, blankets, bedspreads, bedpads, cleaning rags, tablecloths, napkins, and uniforms. In addition to washing machines and dryers, the laundry room may be equipped with folding machines, ironing machines, and sewing machines. Laundry attendants pre-treat stains before washing. They also iron table linens and record types and numbers of loads of linens washed. Laundry attendants must know the proper load quantities for washers and dryers. Near the end of their shifts, laundry attendants clean the laundry room and break room by sweeping and mopping the floors, dusting and straightening shelves, dusting and cleaning machines, and removing lint from the machines.

◆ Essential Questions: ◆
The Housekeeping Department

1. What are the duties of the housekeeping department's staff members?
2. Why is quality work in the housekeeping department vital to the success of a hospitality business?

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Chapter Highlights

- The rooms division of a hotel is responsible for everything involving the guestrooms and guest services in a hotel.
- The front office department is responsible for reservations, registration, room assignments, room status, payment collection, telephone or PBX operation, departmental bookkeeping, and deposits.
- Front office managers also do the following:
  - train front office employees
  - build and maintain employee morale
  - receive and resolve guest complaints
  - maintain current information
  - schedule staff according to estimated needs
  - monitor all aspects of the front office.
- The front desk clerk is often the first employee to interact with a guest and often the first to know about guest complaints or problems. Front desk clerks must be friendly, courteous, and patient.
- The front desk, in many ways, is the heart of a hotel. Guests come to the front desk with any question, request, or complaint they have. Front desk clerks should have the information and authority to assist guests efficiently without passing the guests off to other employees.
- The security department is responsible for making sure all guests and employees are safe at the hotel.
- The director of security prepares staff schedules, controls labor costs, schedules maintenance of equipment (such as radios and fire equipment), and is responsible for overseeing key control of guestroom locks.
- Clean guestrooms are ranked number one in importance to guests and employees as well.
- Inspectors are responsible for working with room attendants to ensure that rooms are cleaned thoroughly.
- Public area housekeepers clean all public areas and restrooms, recreational areas, food and beverage areas, activity rooms, service areas, storerooms, and hallways daily.

Chapter 20

The Sales and Marketing Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

8A Describe roles and responsibilities of the departments within the sales and marketing divisions.
8B Display personal qualities and skills required of employees within each department.
8C Describe specific duties of employees in various departments.
8D Perform appropriate tasks according to industry standards.
8E Compare various marketing methods utilized in the hospitality industry.
8F Apply available technological innovations to facilitate sales and marketing division operations.

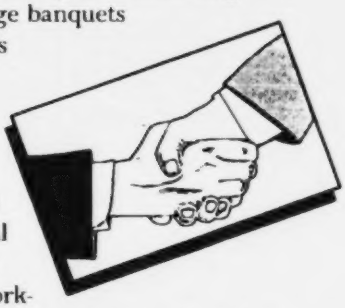
Chapter Vocabulary

- cash bar
- event or catering contract
- confirmed guest count
- director of catering
- director of sales
- draping
- floor plan
- meeting planner
- open bar
- proposal
- sales managers
- skirting

The sales and marketing division is also known as sales and promotions, marketing and sales, or sales and catering. This division shapes the hotel to meet its potential guest's needs and tastes, encourages potential guests to choose the hotel for their lodging and business needs, and works to promote a positive perception of the hotel to potential guests and the community.

THE SALES AND MARKETING DIVISION

This department coordinates marketing, group room sales and in-house food, and beverage catering functions for the hotel. Marketing efforts are combined with catering efforts in some hotels because the hotels host conventions, conferences, or other organizational meetings. Large blocks of guestrooms may be reserved for guests attending the events. Large banquets and other meals often are served at these meetings, and meeting rooms with audiovisual equipment are available for workshops and seminars. In most hotels, the director of sales oversees the sales and catering department.



The sales and marketing division may be divided into two offices, a sales office and a catering office. The main function of the sales office is to sell rooms, mostly in group blocks of ten or more rooms. The catering office's function is to provide food and beverage services inside the hotel, schedule events in meeting rooms, and plan meeting room arrangements. If the sales and catering functions are located in the same department, clients are made aware of hotel accommodations for any special events. The guest benefits if sales and catering are consolidated.

The Director of Sales

The ***director of sales*** is responsible for marketing and selling all of the hotel's services. In large hotels, the director of sales oversees the total marketing plan and is especially concerned about image building, internal promotions, creating public relations campaigns, and sales promotions.

Part of the job requires meeting a budgeted goal of selling a certain number of guest sleeping rooms during a year. This goal is accomplished by scheduling the hotel for conventions, meetings, and other events in which guests also rent sleeping rooms while attending meeting room functions. Although group business is a major part of the work for a sales director, the director also organizes sales efforts to attract potential guests from all of the hotel's targeted markets. These markets include corporate, convention, government, tourist, fraternal associations, military, and education and religious organizations.

TARGET MARKETS
corporate
convention
government
tourist

The director of sales reports to the hotel's general manager. The director prepares and implements the hotel's annual marketing plan and organizes sales trips to feeder cities for promoting and selling the hotel. Feeder cities are cities linked to the hotel's location through transportation routes. Representatives from companies or organizations travel to the hotel's city on business.

The director also organizes sales blitzes for the hotel's chain organization, local chamber of commerce, or hotel association for promoting and selling the hotel, its company, and the community. These activities are designed to sell the merits and amenities of the hotel, of the hotel chain, and to sell the city to meeting planners, corporate executives, and secretaries who make business travel arrangements for their companies. Sales trips bring business leads for the hotel. These leads are followed up to create new hotel business.

In addition, the director of sales works with the hotel's general manager in generating creative marketing promotions, public relations programs, and advertising ideas. The director works with advertising agencies to design advertisement layouts and copy, and secure the best possible media placement and rates to advertise the hotel's latest promotion.

The Sales Managers

The director of sales and marketing supervises sales managers. Hotels usually have one sales manager for every 100 rooms. ***Sales managers*** are assigned to a segment of the market and a geographical area. Sales managers are given lists of key accounts within their market segment and assigned geographic areas. A market segment may be corporate business, athletic business, convention business, government, association, or tourist.

Sales managers market or sell the hotel's services to businesses and organizations within their market segment. They work to establish rapport with decision makers of organizations and contact these clients frequently. Sales managers also follow-up with clients to see if they are satisfied with the hotel and its services. Listening to the comments and complaints of clients helps the hotel adjust its service to meet guest needs.

Sales managers also seek feedback from fellow hotel employees about client comments. Additionally, sales managers send letters to people or businesses that have expressed interest in the hotel. The sales managers take advantage of all possibilities to sell the hotel's services.

Sales managers must work well with the front office department, front office manager, and reservations manager, especially when reserving blocks of rooms. These employees must communicate effectively while preparing for conventions or other special events. Communication and teamwork is crucial in order to prevent giving inaccurate information to guests.

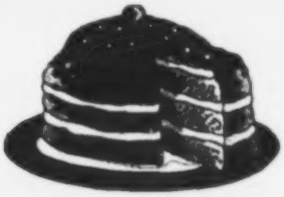
The Director of Catering

The ***director of catering*** maximizes the use of meeting or function space in a hotel. To accomplish this task, the director of catering schedules meetings, banquets, and conventions hosted by outside organizations or individuals regardless of whether the functions need food or beverages served. Hotels have large meeting rooms, which can be divided into small rooms. Hotels also have smaller meeting rooms and other facilities for various functions. In addition, the director of catering is responsible for handling many of the needs an event might have, including audiovisual equipment such as microphone systems, flip charts, pads, and pencils.

The director of catering oversees a master function book in the sales and catering office that is used to schedule activities and maximize the space available. Often the details and availability of meeting rooms is organized and managed using a computer software program. When scheduling a meeting room for a particular function, the director of catering determines how many people are expected, the time of the function, the menu desired, the preferred room arrangements, and the equipment needed. From the information the director receives, the meeting rooms are reserved and a catering contract is mailed to the client for review and signature.

A signed and returned contract makes the plans definite. When the time for the event arrives, the director and other hotel employees prepare the space for the event according to the contract and the client's instructions. When an event occurs, the director of catering attends the event to ensure that every detail is taken care of to the client's satisfaction.

A copy of the contract is sent from the director of catering to the banquet manager with instructions for setting up and handling the event. The director of catering and the client, however, may make some changes in the plans after the contract is sent to the banquet manager. If the banquet manager is not aware of the changes when preparing for the event, then the client will not be satisfied. It is the responsibility of the director of catering to keep abreast of any changes and to notify the banquet manager of any changes made after the banquet manager receives the contract. Usually the hotel department heads have weekly meetings to go over the upcoming events and solve any problems that may be anticipated.



A catering office may have three or four employees if it handles a large amount of business. The director of catering is responsible for in-house sales and often will monitor the competitor's reader boards and marquees. Reader boards are signs outside hotels which are changed daily to welcome various groups or conventions to the hotel. Catering sales employees make it a priority to find out what other hotels in the area are competing for in their market segment. The director of catering views the competitor's clients as future prospects.

The director of catering must be a very organized, detail-oriented person. Catering directors work with calendars, schedules, floor plans, room arrangements, room decorations, menus, catering contracts, and outside vendors. Small mistakes or oversights can snowball into disasters that leave guests with a negative image of the hotel.

◆ Essential Questions: ◆
The Sales and Marketing Division

1. Why are sales and catering often in the same department? How are their tasks related?
2. What are the personality characteristics and skills needed by a catering director and a sales manager?
3. What do the sales department and the catering department do for a hospitality operation? How does their work affect other departments?

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EVENT PLANNING

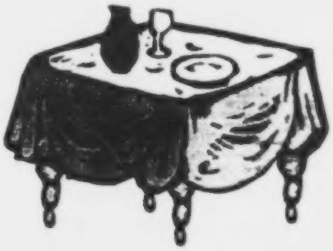
The event planner meets with the client to gather the following information about the event:

- date of the event
- time of the event
- type of event (business meeting, wedding reception, etc.)
- number of guests expected
- location
- budget
- theme or décor preferences
- type of service (buffet or seated service)
- additional services or equipment required

After gathering all of the preliminary information, the event planner prepares a proposal for the client. A ***proposal*** is a detailed description of services offered and their prices. A proposal generally has choices from which a client may select. For example, two or three menu options may be offered at different price levels. Once all the details of the proposal are agreed upon, an ***event or catering contract*** spelling out all of the details is signed by the client. Most hotels require a deposit to accompany the contract.

The copies of the contract are distributed to the appropriate management team members, such as the banquet manager, the chef, the beverage manager, the front desk manager, and purchasing manager, so they can plan for the event. Various catering and event planning software packages are available that link all of the different aspects of event planning from contract generation, to scheduling, to tracking the progress of preparations in different departments.

Most catered events are priced on a per-person basis. Even though many add-on items, such as entertainment, are priced at a flat rate, the bulk of the charges are the per-person charges. Events are planned with an initial estimate of the number of guests expected.



Within a specified time period before the event, usually two working days to a week, the client must provide the hotel representative with a confirmed number of guests. The ***confirmed guest count*** or guarantee, is the number of people the hotel prepares for and for which the client is charged. There is little flexibility after the confirmation number is given. However, hotels often prepare for a small percentage over the confirmed guest count.

Most hotels equipped for hosting large events have at least one large ballroom that can be partitioned into many smaller rooms using movable walls. Hotels may have a series of smaller meeting rooms in addition to the large ballroom. Guests may also reserve restaurant space or beverage spaces for special events. Rooms can be partitioned and rearranged to accommodate a variety of functions, even to accommodate meetings by more than one group at a time. Coordinating available space and maximizing use of space is often a complex job, but it is vital to operating a successful catering operation.

Many decisions are involved in deciding which space to allot. The type of event, the type of service, and the number of guests are the initial factors considered. The ***floor plan*** is a diagram of how the room is to be set up. Some elements of the floor plan are traffic patterns, table sizes, and table and seating arrangements.

PUT IT ALL TOGETHER!

The most common tables used are round or rectangular tables. Often, rectangular tables are used for serving and round tables are used for guest seating. If the event includes a speaker, rectangular tables are used for head tables at which the speaker and other distinguished guests are seated.

Other table sizes and shapes may be used, such as the long, narrow conference or classroom tables or curved quarter-round tables. The amount of space needed to accommodate an event depends on the size and shape of the table used, the number of guests to be seated at each table, and the space needed for other activities, such as dancing. The rule of thumb for guests seated at round tables is 15 square feet per guest, and for guests seated at long rows of rectangular tables, 12 square feet per guest. Figure 20.1 shows standard meeting room set ups.

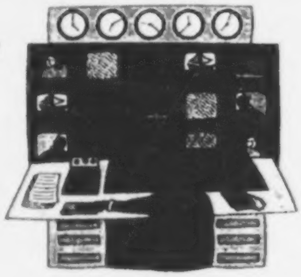
A selection of beverage services is generally available for the event. For meals, iced water, iced tea, or coffee are the most common choices. For parties or receptions, beverage service may be requested. Beverage service is available in the following forms, open bar, cash bar, or a combination of cash and open bar.

An ***open bar*** or a hosted bar is set up where the guest hosting the event pays for all beverages. Whereas if a ***cash bar*** is used, each individual guest pays for their own beverages. A combination bar is a compromise between the two where the guest is provided one or two beverage tickets paid for by the client, but the guest must purchase any additional beverages.

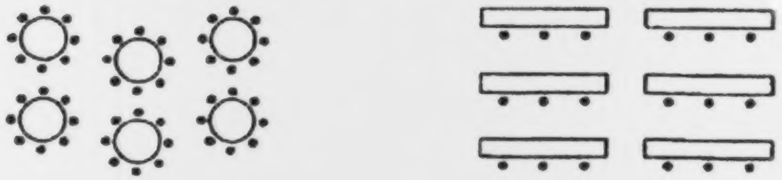
Table linens can be used to transform the look of a room. Catered functions usually involve tablecloths on all tables and draping or skirting serving tables and head tables. ***Draping*** a table means using additional tablecloths to cover the sides of the table to the floor. ***Skirting*** covers the sides, too, but is attached to the tablecloth using hook and loop fastener or pins. Table linens are purchased and maintained by the hotel, or they are rented from a linen service.

Room and table décor help create the atmosphere and carry out the theme of an event. Flowers are traditional table decorations, but any variety of materials combined with creativity can make interesting and attractive table decorations. No matter what is used as table decorations, they are kept at a level that does not obstruct the view of the diners. Room décor can transform the appearance of a room. Decorations should be scaled to the size of a room; very large spaces require very large scale decorations, for example.

If the event involves presentations or live entertainment, electronic equipment and a sound system are necessary. Some equipment typically used in meetings consists of public address systems, portable stages, overhead projectors, data projectors, and video projectors. For smaller events, whiteboards and flipcharts are sometimes used. The hotel provides this equipment usually at an additional charge for the client.

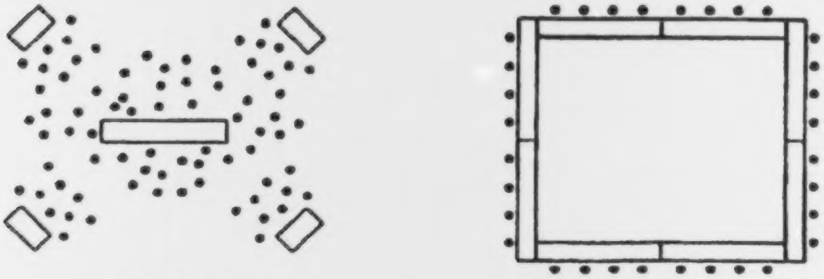


Meeting and Banquet Room Set Ups



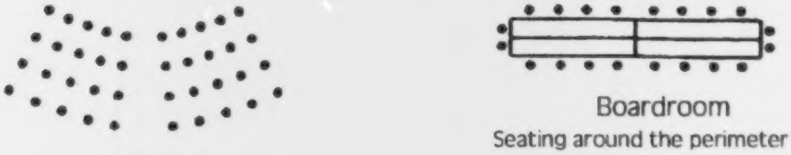
Rounds/Banquet
Arranged with round tables
seating eight to ten people

Classroom
Two or three people are seated
at each table facing the front



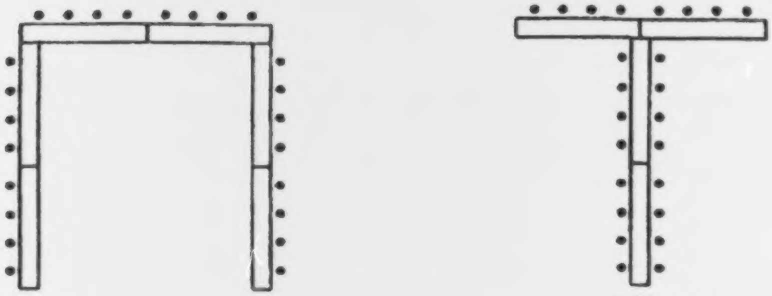
Reception
For large groups, random tables
are used to avoid line ups
or overcrowding

Hollow Square
A rectangular table with the center open



Theatre
Rows of chairs only

Boardroom
Seating around the perimeter of a
rectangular or oval configuration



U-Shape
Tables set in a U with the center open

T-Shape
Tables set in a T with the chairs on top
and along the sides

Figure 20.1

Some additional services that may be included in planning an event are as follows:

- valet parking
- a coatroom
- custom-printed menus, invitations, or place cards
- ice sculptures
- a guest registration desk
- exhibit space
- balloons
- tents for outdoor events
- additional security personnel
- party favors or mementos for guests

Planning even a small event is a very complex undertaking. The goal of the sales and event planner is to make it look easy to the client. Once the plans have been made and the contract has been signed, the client should not have to worry over the details of the event. The director of catering should plan to be present as much as possible during each event to oversee the arrangements and to be available to the client.

The Meeting Planner

Many large organizations hire a ***meeting planner*** to plan, organize, and execute events. The role of the meeting planner is a new development in the hospitality industry. In the past, the position of meeting planner was just the "party planner," but now the role of a meeting planner has expanded into an area of specialization within the industry. Meeting planners are responsible for the following duties:

- selecting the site of the event
- reserving hotel sleeping rooms
- reserving meeting and dining rooms
- arranging for all audiovisual equipment
- arranging registration, handouts, nametags, door prizes, and seminar packets
- planning the schedule for participants and their guests
- coordinating exhibitors and guest speakers for meeting
- creating floor plans and diagrams
- arranging for transportation and security

The position of meeting planner is new and currently being defined by technology and the changing needs of the guests. A meeting planner is one of the new exciting positions available in the hospitality industry.

◆ Essential Questions: ◆ Event Planning

1. What is the difference between a catering proposal and a catering contract?
2. What does a catering manager do if a client requests the use of some equipment that the hotel does not own? For example, what happens if the client requests the use of a computer and a data projector for a presentation?
3. How do the services of the event planner and the meeting planner affect the overall marketing of the hotel?

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Chapter Highlights

- Marketing efforts are combined with catering efforts in some hotels because the hotels host conventions, conferences, or other organizational meetings. Large blocks of guestrooms may be reserved for guests attending the events.
- The sales and marketing division may be divided into two offices: a sales office and a catering office. The main function of the sales office is to sell rooms, mostly in group blocks of ten or more rooms. The catering office's function is to provide food and beverage services inside the hotel, schedule events in meeting rooms, and plan meeting room arrangements.
- The director of sales is responsible for marketing and selling all of the hotel's services. In large hotels, the director of sales oversees the total marketing plan and is especially concerned about image building, internal promotions, creating public relations campaigns, and sales promotions.
- The director of sales reports to the hotel's general manager. The director prepares and implements the hotel's annual marketing plan and organizes sales trips to feeder cities for promoting and selling the hotel.
- Sales managers market or sell the hotel's services to businesses and organizations within their market segment. They work to establish rapport with decision makers of organizations and contact these clients frequently. Sales managers also follow-up with clients to see if they are satisfied with the hotel and its services.
- The director of catering maximizes the use of meeting or function space in a hotel. To accomplish this task, the director of catering schedules meetings, banquets, and conventions hosted by outside organizations or individuals regardless of whether the functions need food or beverages served.
- A signed and returned contract makes the plans definite. When the time for the event arrives, the director and other hotel employees prepare the space for the event according to the contract and client's instructions.

Chapter Highlights, Cont'd.

☆ The confirmed guest count or guarantee, is the number of people the hotel prepares for and for which the client is charged. There is little flexibility after the confirmation number is given. Some hotels prepare for a small percentage over the confirmed guest count.

☆ The role of the meeting planner is a new development in the hospitality industry. Meeting planners are responsible for the following duties:

- selecting the site of the event
- reserving hotel sleeping rooms
- reserving meeting and dining rooms
- arranging for all audiovisual equipment
- arranging registration, handouts, nametags, door prizes, and seminar packets
- planning the schedule for participants and their guests
- coordinating exhibitors and guest speakers for meeting
- creating floor plans and diagrams
- arranging for transportation and security

Chapter 21

The Foodservice Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

13A Distinguish between commercial and institutional foodservice.
13B Describe market segments in the foodservice industry.
13C Identify food and beverage operations within businesses.
13D Describe the different food and beverage operations within lodging properties.
15A Describe types of establishments in commercial foodservice.
15B Describe forms of service utilized in food and beverage operations.
15C Explain the relationship of concept, market segment, menu, and theme in commercial foodservice.
15D Distinguish types of restaurant ownership.
15E Describe services to segments of the institutional foodservice industry.

Chapter Vocabulary

banquet department
central commissaries
commercial foodservice
concept
contract-management companies
independent foodservice operations
in-plant feeding units
institutional feeding units
institutional foodservice
room service
self-operated institutional foodservice
theme

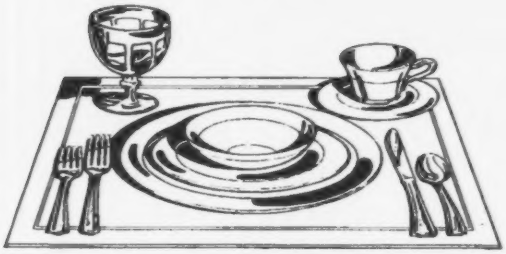
The types of food and beverage operations are growing more diverse every day. There are many different ways of classifying food and beverage operations. One of the most basic divisions is between institutional and commercial foodservice operations. Businesses, including restaurants, fall into one of the following types of ownership: sole proprietorships, partnerships, or corporations. Figure 21.1 shows the different types of food and beverage operations. Detailed information on these different types of organizational structures is found in Chapter Nine.

COMMERCIAL AND INSTITUTIONAL FOODSERVICE

Commercial foodservice establishments can best be described as those which compete for customers in an open market. This classification includes all freestanding foodservice operations and most that are within other businesses. Freestanding foodservice operations include businesses ranging from the most upscale fine dining restaurants to a drive-through hamburger stand.

Chain and Franchise Foodservice

Many of the most familiar restaurant names today belong to chain or franchise operations. In foodservice, chain operations are multiple restaurant locations that are owned by the same company. A chain may be localized, with a handful of restaurants in a particular region, or they may be nationwide or even worldwide with thousands of restaurants.



Franchise foodservice operations are similar to chains in that all of the restaurants within a franchise have similar themes and menus. An individual or a small company who pays the parent company for the right to use their name and services may own franchises. Companies may have a mix between company-owned chain restaurants and franchised restaurants. Franchises vary considerably in the level of uniformity required among outlets and the types of services offered by the parent company. Some have very loose requirements as to appearance, location, and menus of individual restaurants, while others have very specific and strictly enforced requirements. Chapter Nine contains additional detailed information on franchise operations.

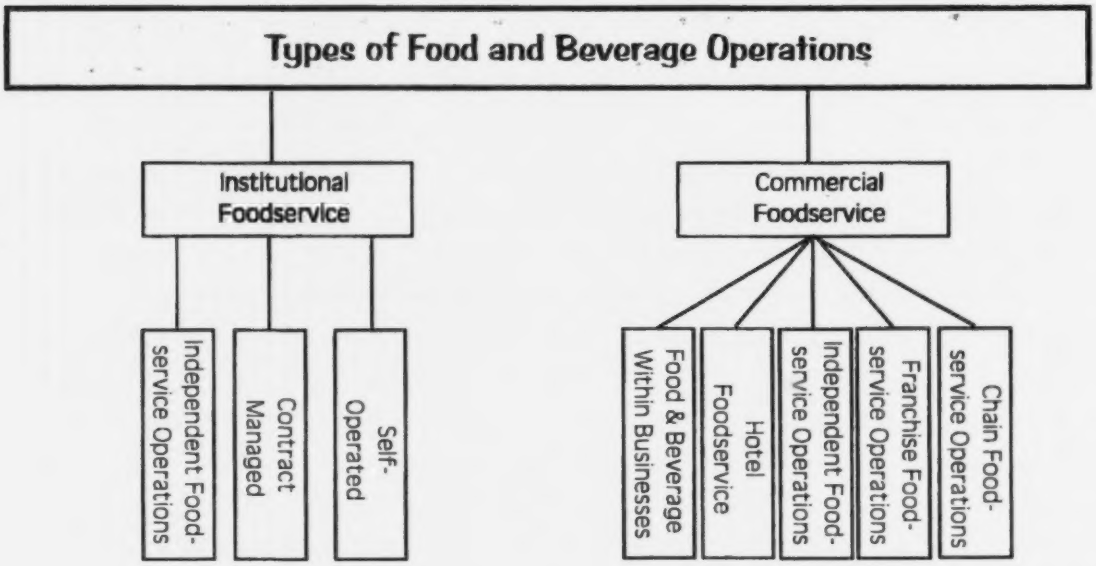
Independent Foodservice

Not very long ago, almost all foodservice was independent. ***Independent foodservice operations*** are owned by individuals or small companies, and are not associated with a chain or franchise. These operations are better able to cater to local tastes and markets because they are locally owned. Almost every type of foodservice operation can be found among independents, ranging from a lunch wagon at a construction site to a very exclusive fine-dining establishment.

Institutional Foodservice

Institutional foodservice can best be described as foodservice which serves a captive audience. Institutional foodservice operations can be found in public schools, colleges, hospitals, correctional facilities, nursing and rehabilitation centers, and corporate lunchrooms. Three basic structures for institutional foodservice are central commissaries, institutional feeding units, and in-plant feeding units.

Central commissaries prepare food in one central kitchen then transport it to the location where it will be served. This arrangement is used by airlines, schools, and on-site cater-


Types of Food and Beverage Operations
Institutional Foodservice
Commercial Foodservice
Independent Food-service Operations
Contract Managed
Self-Operated
Food & Beverage Within Businesses
Hotel Foodservice
Independent Food-service Operations
Franchise Food-service Operations
Chain Food-service Operations

➪ *Figure 21.1*

ing trucks or lunch trucks. ***Institutional feeding units*** serve students, patients, or residents in schools, hospitals, long-term care facilities, military bases, prisons, and Red Cross facilities. ***In-plant feeding units*** provide foodservice for employees in businesses, factories, banks, and similar facilities where other types of foodservice are not readily available. Institutional foodservice is divided into two main types: self-operated foodservice and those operated by contract-management companies.

Self-operated Foodservice. An example of ***self-operated institutional foodservice*** is a school district that has its own foodservice department. In this case, all responsibility for management and operation of the school cafeterias lies with the school district. The school district must purchase and maintain equipment, purchase and warehouse food and other supplies, and hire, pay, supervise, and pay benefits for the foodservice employees. The institutional organization, in this example the school district, self-operates its own foodservice.

Contract-managed Foodservice. A school district could choose to hire an independent company to operate its foodservice. ***Contract-management*** companies are hired by institutional organizations to operate and manage foodservice within the organization. The institutional organization typically provides the facility and sometimes the large equipment while the Contract-management Company provides everything else. This arrangement can help the organization save money. The contracts are usually bid upon by more that one company with the contract usually awarded to the lowest bidder. Contract-management companies are usually very large, nation-

wide or international companies. They're centralized management and large-scale purchasing ability often enables them to operate at a much lower cost than a self-operated foodservice. An additional benefit to the organization is that the contract management company takes over most of the management functions related to personnel and purchasing, greatly streamlining work for the organization.

◆ **Essential Questions:** ◆

Commercial and Institutional Foodservice

1. What are the differences between commercial and institutional foodservice?
2. What are two examples of commercial and institutional foodservice overlapping?
3. In institutional foodservice, what are some advantages and disadvantages of self-operated foodservice? Of contract-managed foodservice?

MARKET SEGMENTS IN FOODSERVICE

Market segmentation in the foodservice industry is a way of dividing and classifying types of customers and their needs in order to tailor services, locations, products, and prices to their needs. A group of people who represent the potential customers of a business is the target market. The foodservice industry uses market segments to plan and build new businesses and to market their establishments to customers. They also use market segments to develop and market new products or services.

In commercial foodservice, the ***concept*** is a basic idea of what the foodservice establishment is and what it offers. The concept includes the following factors:

- location
- menu items or foods
- type of service
- price
- targeted market segment
- theme

Location refers to whether the outlet is freestanding or within another business, whether it is downtown or in the suburbs, and what part of the country it is in. Bagel shops, for example, were found in urban areas of the northeastern United States until recently. Now bagel shops are found in suburban strip malls and within coffee shops or food courts all over the U.S.

Most foodservice outlets offer certain types of food. For example, a steak house may offer mainly steaks and other grilled items. While most outlets strive for enough variety so that guests find something to their liking, the menu items fall within a particular pattern. For example, a pizza restaurant may offer pasta dishes along with pizzas, but it would seem strange to find sushi on the menu along with pasta and pizza. One exception is that many restaurants in small towns offer a wide variety of foods ranging from steaks to pizzas, to hamburgers and French fries.

A large portion of the concept depends on the type of service the outlet offers. In this case, service refers to how food is served to guests or customers. Some common types of service are:

- ***counter service*** - The customer orders, pays, and receives food at a counter; then the customer either carries the food out or takes it to a table.

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- ***cafeteria service*** - Customers select foods from a serving line, place plates or containers on a tray, and carry the tray to a seating area.
- ***buffet service*** - Customers serve themselves from a selection of foods on display, or they receive some assistance in serving foods, such as at a meat-carving station.
- ***seated service*** - Customers are seated at a table, food orders are taken by servers, and the food is delivered to the table.
- ***banquet service*** - A set menu is served to a large number of guests at the same time, usually at a catered event.

When speaking of concept, service may also refer to the amount and kind of attention guests receive. More casual seated service restaurants may have a style of service that is playful and friendly, while a more upscale restaurant may have a style of service that is very formal and dignified.

When developing a concept for a restaurant, setting a price range is an important consideration. The price range may apply to entrée items or to an average guest ticket total. The ticket total may include an appetizer, drinks, an entrée, and dessert. The price range must be congruent with all the other elements of the concept. For example, two outlets may offer identical menu items, but the mall food-court outlet with counter service sets prices lower than the downtown outlet with more formal seated service.

The targeted market segment refers to the type or group of people the restaurant hopes to attract. Selecting a target market segment gives a business a basis on which to plan other elements of the concept. Although one segment of the population is targeted, businesses aim to be as generally acceptable as possible. The broader the customer base, the better the chances of success for the business.

Many businesses choose a theme for individual outlets or for an entire chain. A ***theme*** is a subject around which décor, food items, menu design, uniforms, and other elements can be planned. Some examples are seafood restaurants with a nautical theme, steak restaurants with a western or cowboy theme, and individual franchise outlets with local interest themes.

All of the elements of concept combine to form a personality for a foodservice establishment. Each element must be evaluated in the context of the entire concept to make certain each fit with the rest. The entire concept should be unified and consistent. Having one element that does not fit can lessen the chances for success of the outlet.

Target Markets

Target markets may be identified in a number of different ways. People who live in a particular area or region usually have some tastes or dining habits that are common to that area. For example, most casual dining restaurants in Texas have some form of chicken fried steak on the menu. The people living on the West coast do not have as many breaded and deep-fried meats, but do have more Asian-influenced menu items. Therefore, the location of the establishment helps identify the target markets.

Demographics, or statistics that describe various characteristics about a population, also identify target markets. Two demographic trends in recent years have been a "baby boomlet," caused by baby boomers having children, and the growth in the numbers of older adults.

The baby boomlet led to chains, franchises, and even many independent foodservice operations offering children's menus featuring child-friendly foods, smaller portions, and smaller prices than adult portions. When fast-food outlets began offering children's meals complete with a toy prize, they saw a resultant surge in business. With this target audience in mind, the next change was to add playgrounds to their businesses. Parents, who may otherwise have not gone out for a hamburger and French fries, now take their families to fast-food restaurants. The children get a special meal and while they play on the playground, the parents can enjoy their meal.

The growth of the older adult population has led to retirement-age adults becoming a target market. In regions with large populations of retired persons, chain restaurants modify their recipes, menus, buildings, floor plans, interior and exterior lighting, and employee scheduling to accommodate the tastes, needs, and habits of older adult customers.

Market segmentation also targets cultural groups and their practices. When American fast-food hamburger chains started opening outlets in Europe, they had not anticipated one cultural element in many European countries - people do not pick up any kind of food with their hands. The hamburger chains had to provide forks and knives for their patrons to eat their sandwiches.

These are just a few ways of segmenting and identifying groups of customers and potential customers. Target markets are constantly changing and new markets are being identified. Many of the larger chains and franchise companies hire personnel or independent companies specifically to identify and analyze target markets.

◆ Essential Questions: ◆
Market Segments in Foodservice

1. If you were an entrepreneur about to open a restaurant in your area, who would be your primary target market? Why? What are the main characteristics of this target audience?
2. How would you tailor your business for the target market you identified above?
3. How did target markets that existed in the past shape the development of the foodservice industry? Give one example.

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FOODSERVICE WITHIN BUSINESSES

Foodservice operations can be either freestanding or can exist within another business. Freestanding foodservice operations usually own their building with their own parking lot. Foodservice operations within businesses support or enhance those businesses in some way. Examples of foodservice within businesses include the following:

- *Food courts*: Food courts are a group of food vendors each having a small space for counter service within a larger business. The vendors are typically arranged around or adjacent to a seating area with chairs and tables. The individual vendors may be independent or may all be a part of the same company. Food courts are found at shopping malls, airports, and in some institutional settings such as schools and colleges. In the case of shopping malls, food courts support the business by keeping shoppers in the mall longer, making them more of a captive audience.
- *Retail Foodservice*: Large stores, ranging from discount department stores to luxury department stores, frequently have a foodservice component. These may take the form of a full-service dining room, a fast-food outlet, a snack bar, or a coffee and dessert bar. Some smaller specialty stores offer foodservice as well. An example of this is the bookstores that have coffee shops within their stores.

Another form of retail foodservice is the foodservice outlet inside grocery stores. These may exist as carryout operations with foods ranging from prepared salads to pizzas, ice cream shops, food courts, or cafeteria-style operations with adjacent seating areas. In all of these cases, the foodservice operation supports the retail business by attracting customers and keeping them in the store longer. A simple rule of marketing is, "the longer a customer stays in a store, the more he or she will buy."

Restaurants and fast-food counters within truck stops, gas stations, and convenience stores are also a form of retail foodservice. Truck stops have traditionally had a foodservice component, usually in the form of a diner. Gaining in popularity are fast-food establishments or even food courts housed within gas stations and convenience stores. Many times these are nationally-franchised companies.

◆ ***Essential Questions:*** ◆
Foodservice Within Businesses

1. Why does it make good business sense to have a foodservice outlet within a retail store?
2. Are food courts or individually-enclosed restaurants more attractive to shoppers inside shopping malls? Why?

HOTEL FOODSERVICE

Foodservice and lodging are intensely related in most people's minds. Most hotels offer some type of on-site food and beverage operation and those who do not are typically located very near freestanding foodservice establishments. Hotel food and beverage operations vary widely in complexity. A small inn or budget motel may offer a continental breakfast in the lobby as its only food and beverage offering, while a large convention

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hotel will have a full range of food and beverage services. Those may include the following:

- *Room Service:* ***Room service*** allows guests to order food from hotel kitchens to be delivered to their rooms. Breakfast is the most popular room service meal because it allows guests to take their meal in private. Many hotels now provide guests with a door-hanger breakfast menu card to pre-order their breakfast and select a delivery time for the following morning. Upscale hotels generally offer room service although it is less common in moderate hotels.

- *Restaurants:* A small hotel may have one dining room, which serves breakfast, lunch, and dinner. Larger hotels and resort hotels may have several restaurants including diners, theme restaurants, casual dining rooms, and gourmet fine-dining restaurants.

- *Banquets:* The ***banquet department*** is responsible for preparing and serving food for large groups. Most meetings and conventions involve meals for participants. These meals may be a boxed lunch or a build-your-own sandwich buffet during a noon meeting. They may be an elaborate, formal banquet with crystal and china table settings and gourmet foods. In some hotels, the banquet operation may serve two or more groups at the same time. Some hotels also contract their food and beverage services to do banquets at locations other than the hotel.

- *Snack Bars:* For guests that want a beverage or a quick snack, hotels offer snack bars usually located in the hotel lobby. The snack bar may have seats, or it may just sell food and drinks for takeout. Some resort hotels have a small store that sells grocery and toiletry items along with some hot foods and beverages.

◆ *Essential Questions:* ◆
Hotel Foodservice

1. Why are lodging and dining typically inseparable in consumers' minds?
2. How do food and beverage operations in a large hotel near an airport differ from a tourist hotel near a historic downtown area?

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Chapter Highlights

- One of the most basic divisions of food and beverage operations is between institutional and commercial foodservice operations.
- Commercial foodservice establishments can best be described as those which compete for customers in an open market. This classification includes all freestanding foodservice operations and most that are within other businesses.
- In foodservice, chain operations are multiple restaurant locations that are owned by the same company. A chain may be localized, with a handful of restaurants in a particular region, or they may be nationwide or even worldwide with thousands of restaurants.
- Independent foodservice operations are owned by individuals or small companies, and are not associated with a chain or franchise.
- Institutional foodservice operations can be found in public schools, colleges, hospitals, correctional facilities, nursing and rehabilitation centers, and corporate lunchrooms.
- Market segmentation in the foodservice industry is a way of dividing and classifying types of customers and their needs in order to tailor services, locations, products, and prices to their needs.
- A large portion of the concept depends on the type of service the outlet offers. In this case, service refers to how food is served to guests or customers.
- Many businesses choose a theme for individual outlets or for an entire chain. A theme is a subject around which décor, food items, menu design, uniforms, and other elements can be planned. Some examples are seafood restaurants with a nautical theme, steak restaurants with a western or cowboy theme, and individual franchise outlets with local interest themes.
- The growth of the older adult population has led to retirement-age adults becoming a target market. In regions with large populations of retired persons, chain restaurants will modify their recipes, menus, building, floor plans, interior and exterior lighting, and employee scheduling to accommodate the tastes, needs, and habits of older adult customers.

Chapter 22

Food and Beverage Operations

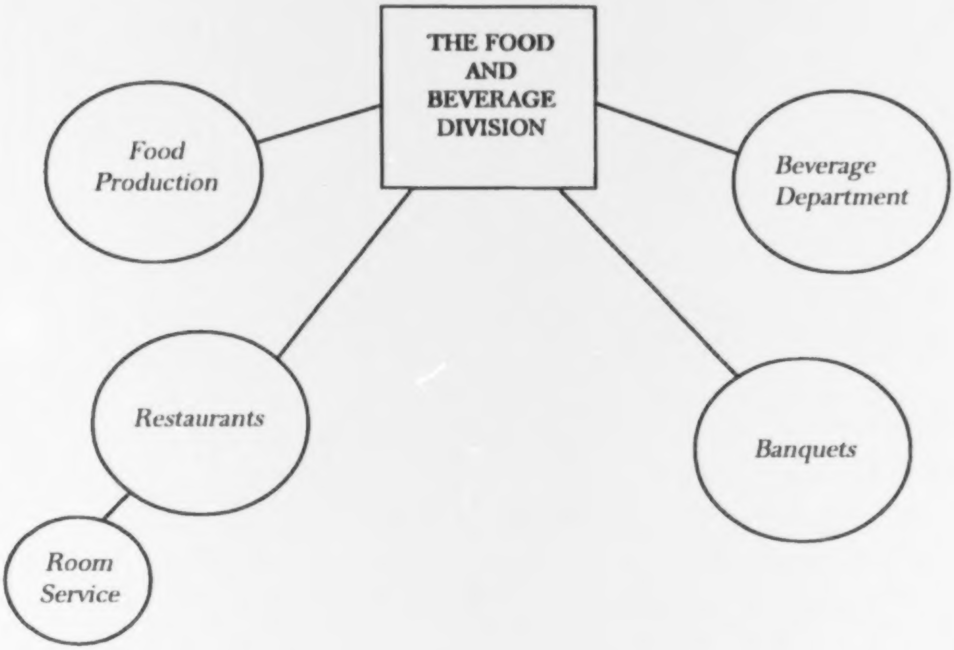
Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

2B Analyze service methods that fulfill needs of guests and customers.
3C Explain management functions related to operations in the hospitality industry.
13D Describe the different food and beverage operations within lodging properties.
13E Apply available technological innovations to food and beverage operations.
14A Describe roles and responsibilities in food and beverage operations.
14B Exhibit personal qualities and skills required of foodservice employees.
14C Perform appropriate tasks according to industry standards
14D Apply management principles in work roles related to food and beverage operations.
15G Evaluate criteria affecting quality of service.

Chapter Vocabulary

- assistant restaurant manager
- bakers
- banquet chef
- banquet event order
- banquet manager
- banquet servers
- beverage manager
- buspersons
- cashiers
- dishwasher
- executive chef
- food and beverage director
- food and beverage division
- hors d'oeuvres
- kitchen brigade
- kitchen staff
- line cooks
- Mise en place
- pantry chefs
- pastry chefs
- prep lists
- restaurant maître d'
- restaurant manager
- room service captain
- room service department
- room service wait staff
- servers
- sous chef
- steward



The ***food and beverage division*** of a hotel includes all hotel restaurant outlets, food production areas, banquet operations, beverage outlets, and room service. This division serves food and beverages to hotel guests, community residents, banquet guests, and special event visitors. The positions and job descriptions in this division are similar to those in restaurants that are not affiliated with hotels. The ***food and beverage director*** or manager is responsible for administration and control of the hotel's food and beverage departments, service, and production. The director also is responsible for ensuring that customers have an environment conducive to pleasant dining and social interaction. The food and beverage director oversees all employees in the food and beverage division. Figure 22.1 shows an example of a job description of the Food and Beverage Director for a Hilton Hotel.

FOOD PRODUCTION

The Kitchen Staff

The ***kitchen staff*** prepares food for hotel restaurants, room service, banquets, and other special events. Members of the kitchen staff also wash, dry, and store dishes, glassware, silverware, cooking utensils, and other kitchen equipment. Other duties performed in the

Job Description of Food and Beverage Director

POSITION TITLE: Director of Food and Beverage

REPORTS TO: General Manager

PURPOSE: Directs and organizes the activities of the food and beverage department to maintain high standards of food and beverage quality, service, and merchandising to maximize profits

Examples of Duties

- Plan and direct planning and administration of the food and beverage department to meet the daily needs of the operation.
- Clearly describe, assign, and delegate responsibility and authority for the operation of the various food and beverage subdepartments; for example, room service, restaurants, banquets, kitchens, steward, and so on.
- Develop, implement, and monitor schedules for the operation of all restaurants and beverage outlets to achieve a profitable result.
- Participate with the chef and restaurant managers in the creation of attractive menus designed to attract a predetermined customer market.
- Implement effective control of food, beverage, and labor costs among all subdepartments.
- Assist area managers in establishing and achieving predetermined profit objectives and desired standards of quality for food, service, cleanliness, merchandising, and promotion.
- Regularly review and evaluate the degree of customer acceptance of the restaurant and banquet service to recommend to management new operating and marketing policies whenever declining or constant sales imply (1) dissatisfaction by the customers, (2) material change in the makeup of the customer market, or (3) change in the competitive environment.
- Develop (with the aid of subdepartment heads) the operating tools necessary and incidental to modern management principles, for example, budgeting, forecasting, purchase specifications, recipes, portion specifications, menu abstracts, food production control, job descriptions, and so on.
- Continually evaluate the performance and encourage improvement of personnel in the food and beverage department. Planning and administering a training and development program within the department will provide well-trained employees at all levels and permit advancement for those persons qualified and interested in that career development.

Other

- Regular attendance in conformance with standards established by management. Employees with irregular attendance will be subject to disciplinary action, up to and including termination of employment.
- Due to the cyclical nature of the hospitality industry, employees may be required to work varying schedules to accommodate business needs.
- On employment, all employees are required to fully comply with rules and regulations for the safe and efficient operation of facilities. Employees who violate rules and regulations will be subject to disciplinary action, up to and including termination of employment.

⇨ ***Figure 22.1***

Job Description of Food and Beverage Director (Continued)

Supportive Functions

- In addition to performance of the essential functions, employees may be required to perform a combination of the following supportive functions, with the percentage of time performance of each function to be determined solely by the supervisor:
- Participate in manager-on-duty coverage program, requiring weekend stay over, constant monitoring, and troubleshooting problems.
- Operate word processing program on computer.
- Perform any general cleaning tasks using standard cleaning products to adhere to health standards.

Specific Job Knowledge, Skills, and Abilities

The employee must possess the following knowledge, skills, and abilities and be able to explain and demonstrate that he or she can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities:

- Considerable skill in complex mathematical calculations without error.
- Ability to effectively deal with internal and external customers, some of whom will require high levels of patience, information, and the ability to resolve conflicts. continually perform essential job functions.
- Ability to read, listen, and communicate effectively in English, both verbally and in writing.
- Ability to access and accurately input information using a moderately complex computer system.
- Hearing, smelling, tasting, and visual ability to observe and distinguish product quality and detect signs of emergency situations.

Qualification Standards

Education: College degree in related field required. Culinary skills and service background required.

Experience: Extensive experience in restaurant, banquet, stewarding, kitchen, sales, catering, and management required.

License or certification: No special license required.

Grooming: All employees must maintain a neat, clean, and well-groomed appearance (specific standards available).

Other: Additional language ability preferred.

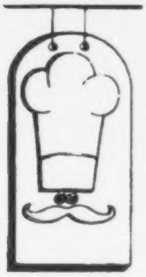
⇨ Figure 22.1, Cont'd

kitchen include purchasing, receiving, storing, and maintaining a stock of food and supplies needed for operation. The following positions are found within the kitchen staff.

A famous chef from France, Auguste Escoffier, developed a system to organize the food production tasks in the kitchen. Chef Escoffier called his organizational system the kitchen brigade. The ***kitchen brigade*** system divides the kitchen staff into special areas, with each area having different tasks and responsibilities. Variations on the original kitchen brigade are common in American kitchens today. Figure 22.2 illustrates Auguste Escoffier's famous kitchen brigade system.

Steward. The ***steward*** supervises dishwashers; inventories china, glassware, and silverware; and makes sure breakage is kept to a minimum. The steward often is trained to order, receive, process, and store kitchen and food supply deliveries from purveyors. Stewards also organize all walk-in freezer space and dry storage. In some hotel kitchen operations, the executive chef takes responsibility for receiving and assigns someone to store food products and supplies.

Executive Chef. The ***executive chef*** supervises the kitchen staff and is responsible for food quality and food cost control in the kitchen operation. If food costs are too high, the executive chef determines why costs are high and works to lower the cost to an acceptable level. The executive chef develops restaurant, room service, and banquet menus. He or she also develops menu specifications, standardized recipes, and restaurant specials. The executive chef promotes and monitors kitchen safety and conducts safety training for all kitchen staff. The executive chef usually performs purchasing, receiving, and supply storage duties if they are not performed by a steward. The executive chef also discusses banquet plans and meets at least weekly with the banquet manager and the catering manager for clarification on banquet and catering events requiring food.



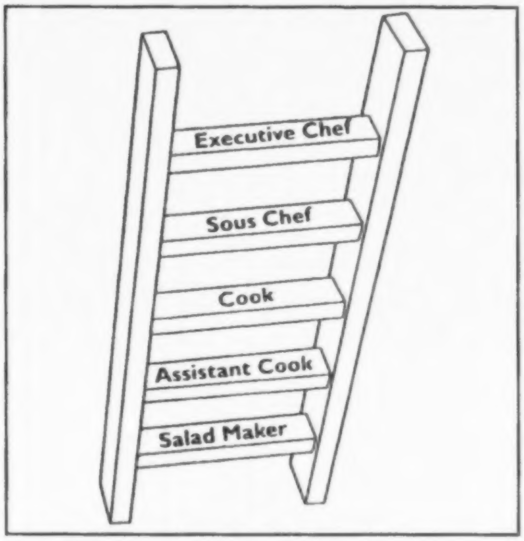
The Kitchen Brigade System

Chef
  Sous Chef
    Chefs de Partie:
- *Boucher (Butcher)*
- *Entremetier (Vegetable Chef)*
- *Friturier (Fry Chef)*
- *Garde Manger (Pantry Chef)*
- *Grillardin (Grill Chef)*
- *Legumier (Vegetable Chef)*
- *Patissier (Pastry Chef)*
- *Poissonier (Fish Chef)*
- *Potager (Soup Chef)*
- *Rotisseur (Roast Chef)*
- *Saucier (Saute' Chef)*
- *Tournant (Rover-where needed)*

⇨ ***Figure 22.2***

The executive chef develops prep lists. ***Prep lists*** are lists of tasks that need to be accomplished by kitchen employees in order to prepare all ingredients, equipment, and utensils for the day's orders. The list helps the executive chef plan the workload for kitchen employees.

Executive chefs also develop mise en place. ***Mise en place*** or "everything ready," means assembling all needed cooking utensils, equipment, and ingredients in the order of use and preparing these items for cooking. Once everything is in the order of use, food production runs more smoothly. Much of the prep work is performed ahead of time if food quality can be maintained. After preparation, food can be cooked as close as possible to its serving time so it will be fresh. Figure 22.3 shows the common career ladder steps for an executive chef.



⇨ ***Figure 22.3***

Sous chef. The ***sous chef*** (pronounced "sue," meaning under) is known as the assistant executive chef. Some hotel kitchens have more than one sous chef. The sous chef often supervises kitchen employees and performs the duties of the executive chef when he or she is off duty or away from the kitchen. The number of sous chefs a hotel or restaurant employs depends on the amount of cooking and volume of business performed regularly.

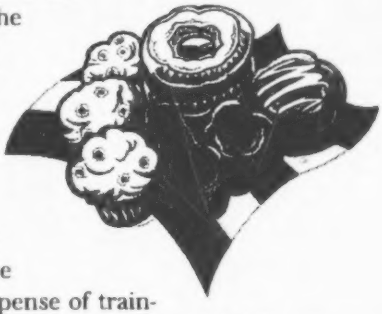
The sous chef's duties are the same as the executive chef's duties, except the sous chef may or may not handle purchasing duties. This exception depends on the food products that must be ordered and the executive chef's managerial style. For example, if a seafood item must be ordered at the last minute because it can only be kept fresh for a short time, a sous chef working in the evening may order the food item. As a result of the late order, this item will be as fresh as possible for lunch the next day.

Sous chefs typically act as food production managers in the kitchen rather than as administrative managers. Sous chefs usually work in the evenings when the kitchen staff is busy preparing large volumes of food for banquets. The sous chef makes sure all work is performed and all resources are utilized to produce quality food products. Kitchen managers control the food product that is served to the customer. The product must be of good quality and appealing presentation. Kitchen employees are trained to prepare quality food products and perform the tasks required for the kitchen to operate properly.

Banquet Chef. The ***banquet chef*** is responsible for the food served at all banquet functions for large or small groups. The banquet chef prepares hot items for banquet meals while the pantry chef prepares cold items. The banquet chef makes sure the kitchen is prepared and ready to begin food production and oversees organization and timing of food production for the banquet. The banquet chef or sous chef is responsible for the "plating up" of banquet functions. Some hotels have more than one banquet chef, depending on the volume of banquet business.

Pastry Chef. Pastry chefs are most often employed in luxury hotel kitchens. These chefs are specialty chefs from the French kitchen brigade system of kitchen operation in which each person in the kitchen specializes in preparing a certain item on the menu. ***Pastry chefs*** are responsible for preparing pastries and desserts. In most American hotel kitchens, this position no longer exists because of the high cost of labor for specialists. Today, many food suppliers offer high quality, prepared pastry and dessert items that can be purchased and sold to customers. Executive chefs and sous chefs are skilled in creating a few select dessert items for their restaurants to feature. Other standard desserts are ordered from purveyors.

Bakers. ***Bakers*** prepare breads, rolls, donuts, breakfast rolls, and other baked items. Bakers are most often employed in luxury hotels for the same reasons as the pastry chef. Because of the hotel industry's growth, effects of labor shortages, and the time and expense of training kitchen employees in special skills, many hotel kitchens are eliminating specialty positions. Hotel kitchens that keep these positions are able to command the high prices required to provide handmade desserts and breads. Sous chefs and executive chefs often prepare a restaurant's specialty baked items and purchase the other baked goods.



Pantry Chef. The ***pantry chef*** prepares cold items for banquets and restaurants including salads, sandwiches, cold hors d'oeuvres, and desserts. ***Hors d'oeuvres*** are appetizers usually served before a meal or at a reception.

Line Cooks. ***Line cooks*** prepare hot food for restaurants and banquets. They analyze how much of a food item is needed each night based on past history and the estimated number of customers. About two hours before cooking and serving begin, line cooks begin preparing the foods to be served during that shift. This includes peeling and cleaning vegetables, boning and trimming cuts of meat, or preparing garnishes. Line cooks prepare foods so that they need only to be cooked and plated when the service begins. After this initial preparation is finished, line cooks wait for customer orders and prepare the orders as received. Food must be cooked after an order is received so that it will be fresh when served to the customer. Food quality suffers if a cooked food item is prepared and set aside until a customer orders it.

Dishwasher. The ***dishwasher*** operates the dishwashing machine that washes china, glassware, and silverware. The dishwashers also hand wash pots and pans. Dishwashers make sure everything is rinsed properly and dish racks are loaded and stacked properly so the machine will operate efficiently. They also must make sure that the wash water and rinse water temperatures are correct and detergent is in the dishwashing machine. Areas with hard water have a difficult time getting dishes to look shinny and spotless due to water spots. Foodservice employees in hard water areas often are tempted to polish dishes to remove the spots, but because of sanitary regulations, wiping or polishing is not recommended. Sanitizing solutions are available that prevent streaking or water spots.

◆ **Essential Questions:** ◆
Food Production

1. What are the duties of the kitchen staff members?
2. What is the purpose of the kitchen brigade?
3. Why do only large luxury hotels employ specialty staff, such as pastry chefs and bakers?

THE BANQUET DEPARTMENT

The banquet department works closely with the sales and marketing department of the marketing division to prepare for the serving and meeting needs of large groups.

Banquet Manager. It is important for the director of catering and the banquet manager to communicate well with each other. The director of catering meets with the guest and creates a catering contract sometimes called a ***banquet event order***. The banquet manager or catering personnel ensure that the instructions, details, and requests are implemented and everything listed on the contract is delivered at the exact time requested. The banquet manager also is responsible for service and setup of all banquet rooms. A hotel may have three catering events occurring at the same time with three different room arrangements. The banquet manager and staff must have the proper rooms set up in the assigned arrangements. The ***banquet manager*** supervises the banquet department's employees, ensures a timely and complete setup of meetings, and schedules the proper number of employees for servicing banquet functions.

Banquet Wait Staff. The banquet wait staff is made up of banquet servers. ***Banquet servers*** are responsible for setting tables with glassware, silverware, china, folded napkins, centerpieces, salt and pepper shakers, salad dressings, and other table components prior to a banquet or large volume service meal. Servers also serve the food and beverages, check on guests during meals, watch the buffet line to keep it stocked, clear tables, scrape plates, sort and stack soiled dishes in dishwasher racks, and deliver dishes to the kitchen dish room. Banquet servers also clean up the meeting room after the event and take linens to the housekeeping's laundry department for washing.

Banquet Attendants. Banquet attendants, sometimes called the banquet set up crew or housemen, make sure meeting and banquet rooms are set up according to the client's requirements on the catering contract. Often the contract includes a diagram of the meeting room and a layout of desired furniture and audio/visual equipment. They also vacuum and clean floors in banquet meeting rooms, set up and take down tables and chairs, spread clean linens and drape tables. Occasionally, the set up crew installs and removes room decorations.

◆ **Essential Questions:** ◆
The Banquet Department

1. What are the duties of banquet staff members?
2. What is the relationship between the banquet manager and the sales and catering manager?
3. What is a catering contract? Who needs a copy?

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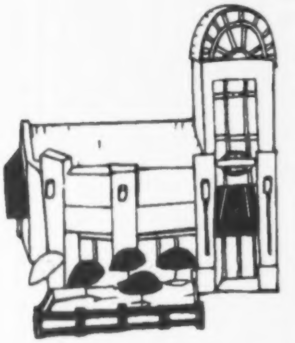
RESTAURANTS

The restaurant's function is to provide wholesome, attractive meals and quality service to customers. Some hotels do not have restaurants, while others have several restaurants with various atmospheres. Each hotel restaurant outlet usually has a separate restaurant manager.

Restaurant Manager. A ***restaurant manager*** is responsible for maintaining operating hours, hiring, training, and firing personnel. Restaurant managers establish and enforce service standards, make sure the restaurant has enough supplies to service the expected number of customers, and ensures that the facility meets health regulations. Service standards are established to ensure consistency of products and services, especially among chain and franchise organizations. The goal is to offer services and products exactly the same in all of the company's hotel locations.



A hotel restaurant manager's job is much like that of a restaurant manager in any other restaurant. However, the hotel restaurant manager has more factors to consider. This affects the number of workers needed and the number of customers patronizing the restaurant. If a hotel has a full house or is hosting a convention one night, the restaurant manager expects more people for breakfast meals the next morning. Convention attendees often eat lunch at the hotel rather than going somewhere else. Some restaurants are popular among local residents and receive much local customer business in addition to hotel guest business. Other hotel restaurants depend primarily on hotel guests for their business.

Some restaurant managers are responsible for marketing and merchandising a restaurant by planning and conducting promotions such as theme nights or senior citizen's and children's discounts. Managers should be familiar with their clientele and which promotions might work at their restaurant. In some restaurant operations, the food and beverage director plans the marketing and merchandising strategies and the outlet managers simply carry out the plan.

Assistant Restaurant Manager. The ***assistant restaurant manager*** supervises the restaurant's operation in the absence of the restaurant manager. Assistant restaurant managers are primarily responsible for service management. They are involved in making recommendations, implementing employee disciplinary actions, giving marketing critiques, and passing customer comments on to the restaurant manager. The assistant manager normally is not responsible for hiring, firing, and scheduling employees. However, the assistant manager does perform specific duties assigned by the restaurant manager.

Servers. ***Servers*** take customer orders; deliver food and beverages to customers; perform sidework; clean booths, tables, and chairs; and perform assigned opening and closing duties. Servers are also called waiters and waitresses. A server's sidework involves all the duties assigned to restaurant employees in addition to their service duties.

Sidework is performed before, during, and after serving hours. Each employee is assigned particular tasks to be performed as sidework in addition to serving customers' needs and requests. These tasks consist of performing closing and opening duties; filling condiment containers; and stocking cereals, dishes, or other items servers need during serving hours. Sidework often involves cleaning, preparing, and restocking the restaurant for the next day's business. This work often begins after closing hours and continues the next morning before the business opens.

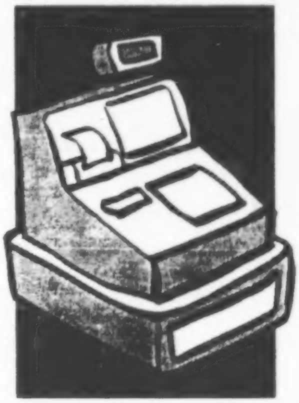
Restaurant Maître d'. The ***restaurant maître d'*** is responsible for seating customers in the restaurant. The restaurant is divided into sections called stations, which are assigned to each server. Customers are seated in each of the stations on a rotating basis to equally distribute customers among servers. This ensures faster service to customers and equal workloads for servers. Sometimes restaurant managers help seat customers. The maître d' also presents menus to customers and sometimes takes beverage orders as customers are being seated. The maître d' may also serve as cashier.

Buspersons. ***Buspersons*** clean and reset tables in preparation for the next customer's arrival. They also assist with some services provided to customers such as delivering water, bread, or coffee and taking beverage orders. Some restaurants have a server and busperson assigned together to provide full service to customers. The busperson's duties vary depending on the volume of business the restaurant receives and the type and quality of service the food operation offers.

Cashiers. ***Cashiers*** receive payment from customers for food and beverage purchases. However, in some hotel restaurants, customers never see the cashier. Instead, the server takes the customer's payment to the cashier and returns any change to the customer while the customer waits at the table. The customer also may sign the ticket to be charged to his or her guest room and give the signed ticket either to the server or to the cashier. In other hotel restaurants, the customer takes the ticket to the cashier after eating. Cashiers are responsible for keeping records of each server's amount of sales. They also are responsible for distributing tips left at the cashier's stand to the servers at the end of the shift.

The cashier calculates cash and credit totals during an audit of the cashier's shift. Cash sales must match the cash amount in the drawer, credit sales must match credit card vouchers, and cash and credit sales must match the total sales amount for the shift.

In addition, the cashier is responsible for issuing customer tickets to the servers and is accountable for each customer ticket. Servers receive and sign for a numbered sequence of tickets daily. At the end of each shift, any unused tickets are given back to the cashier. Missing tickets indicate that a customer has "walked" the ticket (left the restaurant without paying the bill), an employee has been careless, an employee has stolen something, or an



employee has been dishonest about something. Management investigates missing tickets and disciplinary actions are taken when appropriate. Many restaurants now use a computer-based ordering system that does not require numbered tickets. This ordering system is interfaced to the cash register program so that any unpaid tickets show up on the computer.

Cashiers often restock items sold at the cashier's stand, such as gum and candy. In some restaurants, the cashier runs reports to find out the food items sold most and least often.

Room Service Department

The ***room service department*** usually is located within the kitchen and close to an elevator. Hotel room service departments often delegate the entire service to one individual who performs all the work or to several persons on a room service staff. Some room service departments have their own manager, depending on the hotel's size and room service hours. For example, a luxury hotel may have 700 rooms and twenty-four hour room service available to its guests. Its staff may have five servers and five telephone lines available. A room service staff size and operating hours depend on the hotel's size and the average number of hotel guests who dine in their rooms.

Room Service
Menu

Some room service departments deliver meals on trays. Other hotel room service departments deliver meals to rooms on covered carts, which become the guest's table. The food is often delivered in insulated or covered dishes to preserve the food's temperature. Those hotel room service departments that deliver the meals on trays have carts that carry many trays. This allows the server to deliver several meals in one trip.

Some hotels have express order cards that hang on guest room doorknobs. The guest fills out the card with an order and hangs it on the door by a specified time. A room service staff member collects and presents the cards to the morning shift room service staff. This service helps the morning shift and kitchen crew plan their breakfast preparation and service in a more efficient manner, which results in improved customer service. Typically the room service wait staff deliver complimentary fruit baskets or champagne to special guests and deliver coffee and newspapers to corporate guests.

Room Service Captain. A ***room service captain*** supervises the room service operation and staff. The room service captain takes orders over the telephone and designates who fills and delivers each order.

Room Service Wait Staff. The ***room service wait staff*** delivers food items to guest rooms. They are responsible for collecting payment or for having the guest sign the order ticket if the guest charges the meal to his or her room number. They also periodically check hallways and collect used room service trays, carts, and garbage placed outside guest room doors. At some hotels, guests call the room service department to collect used dishes and utensils.

◆ ***Essential Questions:*** ◆
Restaurants

1. What are the duties of restaurant staff members? How do they differ from banquet staff?
2. How does managing a restaurant within a hotel differ from managing a freestanding restaurant?

THE BEVERAGE DEPARTMENT

The beverage department consists of all beverage outlets in the hotel. In a large hotel there can be various kinds of beverage outlets.

- the lobby
- restaurants
- catering and banquets
- pool areas
- lounge areas
- sports areas

The beverage department usually has separate facilities and separate employees from the other food operations in a hotel. The ***beverage manager*** is responsible for the operation of all beverage outlets. Beverage managers must ensure that their employees are educated in the laws and legal restrictions involved in beverage service. The beverage manager is responsible for the following:

- management of all beverage outlets
- maintaining inventory
- storage of supplies
- controlling costs
- operating beverage outlets according to laws and legal requirements
- staffing beverage outlets
- meeting health department regulations
- ensuring good service in all beverage outlets

The beverage manager also is responsible for marketing and merchandising the beverage department if the food and beverage director is not performing these duties. If the food and beverage director takes care of marketing and merchandising, the beverage manager is consulted for opinions and ideas since he or she works more closely with customers and beverage outlet employees.

◆ ***Essential Questions:*** ◆
The Beverage Department

1. What are the duties of the beverage manager?
2. Why are the beverage service outlets managed separately from the hotel restaurants?

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Chapter Highlights

- The food and beverage division of a hotel includes all hotel restaurant outlets, food production areas, banquet operations, beverage outlets, and room service. This division serves food and beverages to hotel guests, community residents, banquet guests, and special event visitors.
- The kitchen brigade system divides the kitchen staff into special areas, with each area having different tasks and responsibilities.
- The executive chef supervises the kitchen staff and is responsible for food quality and food cost control in the kitchen operation. If food costs are too high, the executive chef determines why costs are high and works to lower the cost to an acceptable level.
- Executive chefs also develop mise en place. Mise en place or "everything ready," means assembling all needed cooking utensils, equipment, and ingredients in the order of use and preparing these items for cooking.
- The sous chef (pronounced "sue," meaning under) is known as the assistant executive chef.
- The banquet manager supervises the banquet department's employees, ensures a timely and complete setup of meetings, and schedules the proper number of employees for servicing banquet functions.
- Restaurant managers establish and enforce service standards, make sure the restaurant has enough supplies to service the expected number of customers, and ensures that the facility meets health regulations.
- The room service wait staff delivers food items to guest rooms. They are responsible for collecting payment or for having the guest sign the order ticket if the guest charges the meal to his or her room number. They also periodically check hallways and collect used room service trays, carts, and garbage placed outside guest room doors.
- The beverage manager is responsible for the operation of all beverage outlets. The beverage manager is responsible for the following:
    - management of all beverage outlets
    - maintaining inventory
    - storage of supplies
    - controlling costs
    - operating beverage outlets according to laws and legal requirements
    - staffing beverage outlets
    - meeting health department regulations
    - ensuring good service in all beverage outlets

Chapter 23

Nutrition Principles

Chapter Focus

The following Essential Knowledge and Skill is discussed in this chapter:

14E Apply nutrition principles in food and beverage planning, preparation, and presentation.

Chapter Vocabulary

amino acids
calories
carbohydrate
cholesterol
complete protein
Daily Reference Values (DRV)
Dietary Guidelines for Americans
empty-calorie foods
fat
fat-soluble vitamins
fiber
Food Guide Pyramid
food security
incomplete protein
Kosher foods
leaching
lipids
minerals
nutrients
Nutrition Facts
oxidation
palatable
perishable foods
phytochemicals
protein
Recommended Dietary Allowances for Americans (RDA)
Reference Daily Intake (RDI)
vitamins
water
water-soluble vitamins

Some foodservice operations are more concerned with nutrition than others. Health care facilities, schools, and residence facilities are responsible for meeting the nutritional needs of those they feed. Commercial restaurants are usually less concerned with the nutritional needs of customers as opposed to institutional foodservice operations. However, some commercial restaurants are now including items which appeal to persons concerned about nutrition, especially to those on a weight-loss diet. Regardless of the menu, all foodservice establishments should prepare and serve food in a way that retains nutrients.

FUNCTIONS OF FOOD

Food provides the body with the fuel it needs for creating heat and energy. Just as an engine cannot run without fuel, neither can the body function without food. Besides providing the energy needed to make the body move and making heat to keep it warm, food builds, repairs, and maintains the body. For example, food is necessary for repairing and replacing body cells and for manufacturing digestive juices. It also regulates body processes.

People use food to meet physical, social, and emotional needs. These uses of food explain why people sometimes eat even though their bodies do not need the fuel. Emotional stress sometimes causes a person to use food as comfort to overcome unhappiness or nervousness. Food can serve as a substitute for security, acceptance, or love. If food is used frequently as a substitute for other needs, emotional and physical health are threatened.

Understanding the effects of emotions on eating habits is helpful in working with people in a commercial foodservice establishment, hospital, long-term care facility, school, or day care center. Many times people may refuse food or complain about it in order to gain attention or because it is one part of their day they feel they can control. The wise foodservice employee shows patience and understanding in working with such persons.

Food also serves social needs. A foodservice customer may behave differently, choose different foods, and spend more or less money when dining alone, when dining with family, when dining with business associates, or when dining with friends. For example, a customer on a low-calorie diet may order low-calorie foods when dining alone or with family but order higher calorie foods in the presence of business associates or friends. Foodservice establishments offer menu items that meet the valued social needs of their customers.

◆ ***Essential Questions:*** ◆
Functions of Food

1. What are the functions of food?
2. How are emotional and social needs met by food?

THE ESSENTIAL NUTRIENTS

Nutrients supply the body with the nourishment needed to sustain life. ***Nutrients*** are chemical substances found in food, and each nutrient has a specific function in the body. The six essential nutrients needed by the body include proteins, carbohydrates, fats, vitamins, minerals, and water. Like the gasoline which fuels an automobile, the first three produce energy for the human body.

The energy value of food is measured in ***calories***. The more calories a food contains, the more energy it produces. Fat produces the most energy or calories when burned, more than twice as much as the same amount of carbohydrates or protein. Minerals, vitamins, and water do not produce energy but are important for regulation of body processes, maintenance, and growth.

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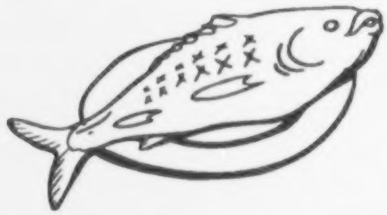
No single food contains all the nutrients needed for life. Eating a wide variety of foods every day is important to ensure that the body gets all of the nutrients it needs to function efficiently.

Protein

Protein is essential to life. Protein is found in every cell of the body. It is necessary for growth, repair, and maintenance of the body. The body needs protein to form muscles, bones, and blood. It is needed for repairing body tissues. It is necessary for making new cells until a person reaches adulthood, then for replacing worn-out or injured cells. Protein makes up the antibodies which help fight infection. It is contained in some of the hormones that regulate chemical reactions in the body. Protein makes up enzymes, which are substances that speed up or slow down chemical reactions in the body. In addition, it helps control the balance of water in the body. Finally, it provides energy, but if a person eats more protein than their body needs, it is broken down and stored as fat.

Amino Acids. Protein is made up of smaller building blocks called ***amino acids***. Scientists have identified more than twenty amino acids. Nine of the amino acids, called essential amino acids, cannot be manufactured by the body. The body must get these essential amino acids from foods. The other nonessential amino acids can be manufactured by the body.

Quality of Protein. Some foods contain adequate amounts of all nine essential amino acids, others do not. To be considered a ***complete protein***, a food must contain the essential amino acids in amounts adequate for the growth and repair of body cells. Animal sources, such as meat, eggs, fish, poultry, and milk, are excellent sources of complete protein. An ***incomplete protein*** food does not have all nine essential amino acids. The proteins found in dried beans and peas, nuts, cereals, and breads are examples of incomplete protein. Foods with incomplete protein may be combined or eaten together to increase the number of essential amino acids provided.



Effects of Cooking. Protein's ease of digestion is affected by cooking. Protein coagulates, which means the protein in a substance changes from a fluid state to a thickened state. Cooking a protein food a long time with dry heat or with high heat toughens the protein. Most protein foods should be cooked at a low heat until done. However, some types of meat cookery, such as broiling, use high heat and short cooking time. Only tender cuts of meat and ground meat should be cooked by this method.

Carbohydrates

Carbohydrates are the body's main source of energy. It helps the body use protein and fat more efficiently. If too little carbohydrates are eaten, the body uses fat and protein for energy. Inadequate intake of carbohydrates may result in an acid condition in the blood called ketosis. Using protein instead of carbohydrates for energy may deprive the body of the protein needed for growth, repair, and maintenance. If too many carbohydrates are consumed, it is stored in the body as fat.

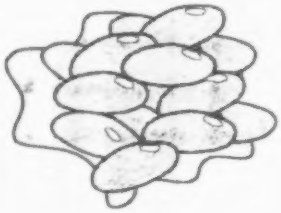
Three types of carbohydrates are found in food: sugars, starches, and cellulose. These carbohydrates differ in their chemical structure and are found in different foods. The sugars are known as simple carbohydrates, and the starches and fiber are known as complex carbohydrates. Fifty to fifty-five percent of calories should come from complex carbohydrates.

Sugars. Sugars are simple forms of carbohydrates. Carbohydrates may be either simple sugars, monosaccharides, or double-sugars, disaccharides. Disaccharides are formed when two glucose molecules are joined together. Both supply the same amount of food energy.

Simple sugars include glucose, fructose, and galactose. Glucose is the most common type of simple sugar. It occurs naturally in some fruits and vegetables. This is also the type of sugar produced when sugars and starches are broken down by digestion.

Disaccharides include sucrose, lactose, and maltose. Disaccharides are broken down into monsaccharides during digestion.

Starches. Starch, a polysaccharide, is the most complex form of carbohydrates. It is made up of a combination of many kinds of sugar. Starch is found in roots, grains, vegetables, and legumes (peas and beans).



Cellulose. Cellulose is a complex carbohydrate found in plant cells. Cellulose, sometimes called ***fiber*** or roughage, is made up of indigestible fibers. It does not supply energy to the body. Instead, it provides bulk to aid digestion and aids in the elimination of body wastes. The major sources of fiber include green leafy vegetables, stalks of vegetables, seeds, the skins of fruits and vegetables, and whole grain cereals. Many people in the United States eat too little fiber because much of the food they eat is highly processed.

Effects of Cooking. In cooking, sugars dissolve in water. Starches mix with water and thicken when cooked. The water used to cook fruits and vegetables can be used in soups, sauces, and gravies to prevent the loss of carbohydrates dissolved in the cooking water. Foods high in fiber are softened by cooking.

Fat

Fat is a concentrated source of energy. Fat provides more energy per gram than any other nutrient. Its main function is to supply energy for heat and the body's activities. Fat carries the fat-soluble vitamins, Vitamins A, D, E, and K, through the body. The body can only use these vitamins if fat is available to provide the transportation through the body. Some fat is stored in the body. Body fat, or adipose tissue, provides insulation to keep the body at a constant temperature. It also helps protect such vital organs as the kidneys from injury and helps hold them in place.

The scientific name for fat and fat-like substances is ***lipids***. Fat is a compound made up of fatty acids, which is lipids in the simplest forms, and glycerol, a body chemical. The body can manufacture most fatty acids. Like some of the amino acids which make up protein, some fatty acids cannot be manufactured by the body. These essential fatty acids must be obtained from food.

Types of Fat. Fat is either saturated, unsaturated, or polyunsaturated. These terms refer to the amount of hydrogen in the chain-like chemical structure of fat. Saturated fats have the most hydrogen. Unsaturated fats have less hydrogen, and polyunsaturated fats have the least hydrogen. These differences affect the appearance of fat at room temperature.

The more saturated the fat is, the more solid it is. Animal fats, the most saturated fats, are the most solid at room temperature. Unsaturated vegetable fats in the form of shortening are less solid. Polyunsaturated oils are liquid. Sometimes manufacturers add hydrogen to oil, or hydrogenate it, to make it more solid at room temperature. For example, margarine may be made from hydrogenated polyunsaturated oils.

Cholesterol. ***Cholesterol*** is an odorless, soft substance found in every cell in the human body. Cholesterol performs several functions in the body, such as aiding in digestion, contributing to the structure and function of cell membranes, and assisting in the manufacture of vitamin D when the skin is exposed to sunlight. Cholesterol also assists in the manufacture of many hormones and contributes to blockage in the arteries known as atherosclerosis. Individuals whose blood contains high levels of cholesterol may have a greater risk of heart disease than other people. Therefore, dietitians recommend that adults limit their fat intake to 30 percent of total daily calories.

Dietary cholesterol is found only in foods of animal origin. Foods high in cholesterol are egg yolks, liver and other organ meats, shellfish, lard from animals, and butter. Foods that contain no dietary cholesterol or are low in cholesterol include egg whites, fruits, vegetables, grains, and grain products. One of the major factors in blood cholesterol levels is the dietary intake of fats— particularly saturated fats.

Effects of Cooking. Cooking has little effect on the nutritive value of fat except at very high temperatures. Fat which is allowed to smoke at high temperatures may give food a disagreeable taste and make it more difficult to digest.

Vitamins

Vitamins are organic compounds necessary for normal growth, maintenance of health, and reproduction. Vitamins help the body convert carbohydrates and fat into energy and assist in the formation of bones and tissues. Vitamins are essential for maintaining good health as the body cannot survive without them.

The ***fat-soluble vitamins***, A, D, E, and K, dissolve in fat. When more fat-soluble vitamins are eaten than needed by the body, they are stored in the body. Most of the excess is stored in the liver. When the body does not get enough of these vitamins, it uses any stored fat-soluble vitamins to meet its needs. If large amounts of fat-soluble vitamins are eaten, the amounts stored in the body can build up to harmful levels. Fat-soluble vitamins are not easily lost in cooking. They neither dissolve in cooking water nor are destroyed by heat.

The ***water-soluble vitamins*** are vitamin C and the B complex vitamins— thiamin, niacin, and riboflavin. These vitamins dissolve in water. They cannot be stored in the body. Excess amounts become part of body wastes. Because they are not stored, these vitamins must be supplied by the diet each day. Water-soluble vitamins are easily lost during the storage and preparation of food. Store vitamin C foods in a cool, dark place in a covered container. Prepare, cook, and serve foods as quickly as possible. Soaking fruits and vegetables in water allows water-soluble vitamins to be lost. Instead, fruits and vegetables should be washed with a cold water spray before cutting or chopping. To minimize vitamin loss during cooking, fruits and vegetables should be cooked in large pieces in as little water as possible only until done. The cooking water should be saved or used in soups, sauces, and gravies. Soda should not be added to green vegetables when cooking because it will destroy water-soluble vitamins.

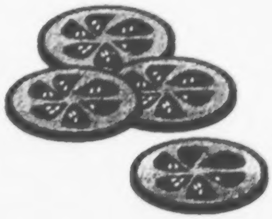
Vitamin A. Like all vitamins, vitamin A has several important functions in the body. Vitamin A is especially important in maintaining healthy skin and hair. It helps keep the mucous membranes, which are the linings of the mouth, throat, lungs, eyes, and other body openings, healthy. It helps the body resist infections. Vitamin A helps the eyes adjust to sudden changes in light. Persons who do not get enough vitamin A may find it difficult to drive at night because their eyes will not adjust quickly to the changes in light caused by oncoming cars. This problem is called night blindness.

Vitamin A is found in deep yellow-orange and deep green vegetables. The deep color in vegetables is usually, but not always, caused by carotene. Carotene is a substance which is converted to vitamin A in the body. Deep yellow-orange vegetables include sweet potatoes, carrots, and winter squash. Deep yellow fruits include cantaloupe, papayas, peaches, and apricots. The deep-green vegetables include leafy vegetables, such as broccoli, collard greens, mustard greens, and spinach. Carotene also causes the yellow coloring in butter, cream, and egg yolks. Liver is another animal source of vitamin A. All of these foods are excellent sources of vitamin A.

Vitamin D. Vitamin D is important for normal growth and development of bones and teeth. Vitamin D aids in the absorption and utilization of minerals. It also maintains the level of calcium needed in the blood for clotting and keeping the heart, muscles, and nerves active. Vitamin D is often called "the sunshine vitamin." The body converts ultraviolet rays absorbed from the sunlight into vitamin D. Depending on where you live, the body may not get enough sunlight to make all of the vitamin D it needs. For this reason, vitamin D is added to all processed milk. Such milk is said to be fortified with vitamin D. Fortified means that nutrients which were not originally present have been added to improve the nutritional value of the food.

Vitamin E. Vitamin E helps protect cell membranes and protects vitamin A from being damaged by too much oxygen. Claims have been made that vitamin E slows down the aging process, heals scars, and increases sexual response. None of these claims are supported by scientific research. Vitamin E and polyunsaturated fats are present in the same foods. Principle sources include vegetable and seed oils (soybean, cottonseed, corn), shortening, margarine, egg yolk, grains, liver, nuts, and green leafy vegetables, such as lettuce and cabbage.

Vitamin K. Vitamin K is needed to make blood clot. This vitamin helps stop bleeding and reduces the likelihood of hemorrhaging. Good dietary sources of vitamin K are dark green vegetables (spinach, kale, cabbage leaves, and peas), cauliflower, tomatoes, wheat bran, soybeans, and soybean oil.



Vitamin C. Ascorbic acid, or vitamin C, helps body cells form a "cement" called collagen. Collagen holds body cells together, keeping them in place. It is important in forming and repairing bones and teeth. Vitamin C aids in the healing of wounds by assisting in the formation of strong scar tissue. It speeds the healing of cuts and wounds.

Vitamin C keeps blood vessels strong. Injuries are less likely to cause blood to seep through cell walls and form bruises under the skin. Vitamin C also helps the body resist infection.

The best sources of vitamin C are citrus fruits. Citrus fruits include grapefruits, lemons, limes, oranges, and tangerines. Other fruits like apples, cranberries, peaches, pineapples, and strawberries contain smaller amounts of vitamin C. Some vegetables contain vitamin C, such as broccoli, cabbage, green peppers, greens, potatoes, tomatoes, and turnips.

Thiamin. Vitamin B_1 is the first of the vitamin B complex. Thiamin is another name for vitamin B_1. Thiamin helps the body use carbohydrates for energy. It helps maintain a healthy nervous system and healthy muscles. It promotes a healthy appetite and the digestion of food. Thiamin is found in many foods. Good sources of thiamin include lean meat, liver, eggs, nuts, dried peas and beans, whole-grain and enriched breads and cereals, and green, leafy vegetables.

Riboflavin. The second B vitamin, vitamin B_2, is called riboflavin Like thiamin, riboflavin helps the body produce energy from carbohydrates. It works with protein to promote growth in the cells. It helps keep the areas around the mouth, nose, and eyes healthy. It promotes good vision in bright light. And it helps the body resist infection. Milk and milk products, like cheese and ice cream, are good sources of riboflavin. Meat, poultry, fish, organ meats, and eggs are other animal sources of riboflavin. Whole-grain and enriched breads and cereals and green vegetables also make a good contribution.

Niacin. Niacin helps the body convert food to energy. It helps maintain a healthy nervous system. It helps keep the skin smooth and helps maintain the skin around the mouth and throat. It also helps keep the gastrointestinal tract healthy. Niacin is vital to the nervous system. Meat, liver, fish, and poultry, as well as milk and eggs, are among the best sources of niacin. Other good sources are nuts, dried peas, beans, and whole-grain and enriched breads and cereals.

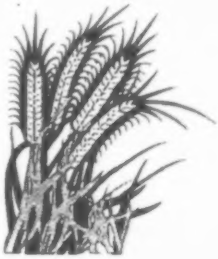
Other B Vitamins. Several other B vitamins help your body produce energy. These include vitamin B_6 (pyridoxine), vitamin B_{12} (cobalamin), folacin (or folic acid), pantothenic acid, biotin, and choline. These vitamins also play other roles in the body. Vitamin B_{12} and folacin are needed to make red blood cells. Deficiencies in these B vitamins can cause anemia. These vitamins are readily available in many food sources.

Minerals

Minerals are inorganic matter, neither plant nor animal. Minerals found in the earth are drawn from the earth by plants. Minerals in the diet come from plants or from animals that have eaten the plants. The body needs only small amounts of minerals, but their functions are essential. The body needs more calcium, phosphorus, sodium, chloride, potassium, and magnesium than other minerals. The minerals needed in the smallest amounts are called trace minerals. The most important trace minerals are iron, iodine, fluorine, and zinc. Others are copper, sulfur, manganese, and chromium.

Calcium. The body contains more calcium than other minerals. Calcium builds, repairs, and maintains the bones, teeth, and fingernails. Calcium helps blood clot and regulates the activities of the heart, muscles, and nerves. It helps the heart muscles contract and relax. It helps other muscles respond to stimuli, such as pain or noise. Calcium is essential for supporting normal growth in children, but it is also needed by adults as well. Osteoporosis, a condition of porous bones, is due to mineral loss from bones. Without sufficient calcium, osteoporosis can develop with increased age. When the supply of calcium in the blood is used up, more must be provided by food. The best sources of calcium are milk and milk products, such as cheese and yogurt. Other sources of calcium are dark green leafy vegetables, such as broccoli and cabbage. Canned fish eaten with the bones, such as sardines and salmon, are another source of calcium.

Phosphorus. Calcium and phosphorus work together to build healthy bones and teeth. Phosphorus also helps the body produce energy, and it is necessary for many other body processes. As with calcium, the best sources of phosphorus are milk and milk products. Dairy products supply the proper ratio of calcium to phosphorus. Egg yolks, meat, fish, and poultry are other good sources of phosphorus. So are whole-grain breads and cereals. The proportion of calcium and phosphorus may be thrown off balance by consuming too many soft drinks which have large amounts of phosphorus.



Sodium, Chloride, and Potassium. The minerals, sodium, chloride, and potassium work together to control body fluids. Sodium and chloride are found mostly in fluids outside body cells. They help maintain the body's water balance. Potassium is found mostly in fluids inside body cells. Together, body fluids help nutrients pass into cells and waste products to pass out of the cells. These three nutrients also help muscles like the heart contract and relax. Sodium and chloride are found in many foods containing salt. Rich sources of potassium include meats, milk, bananas, leafy green vegetables, and citrus fruits.

Magnesium. Magnesium is found throughout the body's tissues and in some body fluids. It must be present for many enzymes to work. Magnesium aids in energy production, helps muscles contract, and helps the body make protein. Good food sources of magnesium include nuts, legumes, cereals, dark green vegetables, seafood, and whole grains.

Iron. Iron is found mostly in red blood cells. It is an important part of hemoglobin. Hemoglobin is the substance in the blood which carries oxygen from the lungs to the cells. It also absorbs carbon dioxide from the cells and returns it to the lungs to be exhaled as waste. Iron makes it possible for hemoglobin to carry oxygen. Iron is easily stored in the body in muscles and in all body cells. The body even recycles iron as old blood cells are broken down. The body loses iron when bleeding occurs. Because women lose iron during menstruation, they need more iron in their diets than men do. Also, some iron is lost when both men and women's bodies shed worn out cells.

Liver is the best food source of iron. All meat and poultry provide iron. Egg yolks and green leafy vegetables are also good sources. Some dried fruits, like apricots, raisins, and prunes are good sources but fresh fruit is not. The least expensive sources are enriched and whole-grain breads and cereals and dried legumes. The iron content of foods can be increased by cooking foods in cast iron utensils. Including foods rich in vitamin C at the same meal can enhance the absorption of iron from plant sources.

Iodine. The thyroid gland needs a small amount of iodine to produce a hormone called thyroxin. Thyroxin controls the body's metabolic rate. If the body does not get enough iodine, the thyroid gland has to work harder and becomes enlarged. This enlargement is called a goiter. Iodine occurs naturally in areas close to the sea in drinking water, in vegetables grown there, and in seafood, such as fish and shellfish, shrimp, oysters, and crab. In other areas, an adequate source of iodine is iodized salt. Iodized salt is table salt to which a small amount of iodine has been added.

Fluorine. Fluorine, or fluoride, is important for building strong teeth. Fluoride helps harden children's soft teeth. This helps prevent tooth decay. Fluoride may also help keep adults' bones strong. In many areas, water naturally contains fluorine. If not, it is often added to the water supply. Some dentists put fluorine on the surface of patients' teeth or recommend using a fluoride toothpaste.

Effects of Cooking. Minerals are soluble in water and can easily be lost in cooking. To prevent mineral loss, do not soak vegetables during preparation. Cook vegetables in only a small amount of water and save the cooking water to use in soups, sauces, and gravies.

Water

Water is important to the body for many reasons. The average person needs six to eight glasses of water each day. Water makes up most of a person's blood, which carries nutrients to the cells of the body. Water aids digestion and absorption of food, regulates body temperature, lubricates moving parts of the body, and aids in the elimination of body wastes.

Other Substances in Food

There are other substances in food that may affect the body. In plant foods, these substances, or compounds, are called phytochemicals. More than 2,000 phytochemicals are found in plants, especially fruits and vegetables. ***Phytochemicals*** are compounds produced by plants that protect them from viruses, bacteria, and fungi. They provide color, flavor, and promote growth and good health. For example, a diet rich in fruits and vegetables is related to a reduced risk of developing certain kinds of cancer, heart disease, and infections. Scientific research continues to unfold the many potential health benefits of phytochemicals. This further supports the recommendations to eat a diet that includes a wide variety of fruits, legumes, vegetables, and whole grains.

◆ *Essential Questions:* ◆
The Essential Nutrients

1. What are the six essential nutrients needed by the body?
2. What are some food preparation techniques that preserve nutrients in foods?

NUTRITIONAL NEEDS

Research indicates that all people need the same basic nutrients but in different amounts. Age, sex, environment, body size, level of activity, and nutritional status influence the quantity of nutrients needed by each individual to maintain a strong, healthy body. Ultimately, everyone has control over what they eat. Therefore, people assume the responsibility for the food choices they make.

The ***Recommended Dietary Allowances for Americans (RDA)*** are a set of nutrient standards established for the maintenance of good nutrition. These standards are based on the energy and nutrients needed for good health and that reduce the risk of chronic disease. The RDA serve as a guideline for determining the amounts of nutrients a specific person needs each day. They give the specific recommended daily nutrient needs for a person according to age and gender. The RDA are established by the Food and Nutrition Board of the National Academy of Sciences.

In 1993, the FDA implemented the Daily Values for use on food labels with the intent that all manufacturers would provide the same nutrition information on food labels. The Daily Values replace the USRDA and contain two sets of standards for nutrition labeling: (1) ***Reference Daily Intake (RDI)*** are standards set for protein, vitamins, and minerals; and, (2) ***Daily Reference Values (DRV)*** are the second set of standards and represent food labeling values for food components and nutrients, such as cholesterol, fat, and fiber, that do not have an RDA but are related to nutrition, health, and prevention of disease. The percent Daily Values on *Nutrition Facts* is calculated as the percentage of each *RDI* supplied by a serving of the labeled food. See Figure 23.1 for an explanation of ***Nutrition Facts*** on the food label.

The foodservice worker needs to have knowledge of nutrition principles and be able to apply this knowledge to food selection, preparation, and service. For example, back-of-the-house workers need to know how to store and prepare foods with minimum nutrient loss. Front-of-the-house workers need to maintain the nutritive value of foods during holding and serving. They also need to recognize and understand the social, cultural, and emotional uses of food by foodservice consumers.

◆ ***Essential Questions:*** ◆
Nutritional Needs

1. How can the RDA's, RDI's, and the DRV's help in planning a healthy diet?
2. What fact must be included on a *Nutrition Facts* label?

DIETARY GUIDELINES

All of the foods we eat are categorized into six categories. Together, these categories make up a complete diet. These six categories include:

- Bread, cereal, rice and pasta
- Vegetables
- Fruit
- Milk, yogurt, and cheese
- Meat, poultry, fish, dry beans and peas, eggs, and nuts
- Fats, oils, and sweets

The ***Food Guide Pyramid***, shown in Figure 23.2, is a guide for making healthy food choices and thus eating a healthful diet. These five groups supply the nutrients the body needs, as well as all the calories needed for energy. The nutrients these five groups supply are vitamins, minerals, carbohydrates, and proteins.

The sixth food category, Fats, Oils, and Sweets, provides mostly calories and few nutrients. This category's contribution to health is more limited than that of the other groups. Foods in this category are sometimes called ***empty-calorie foods***, which refers to foods that provide calories or energy but little or no nutritive value. These foods add variety and flavor to meals. Used in small amounts, they can add variety without adding too many calories. They should not, however, be substituted for foods from the other five food groups.

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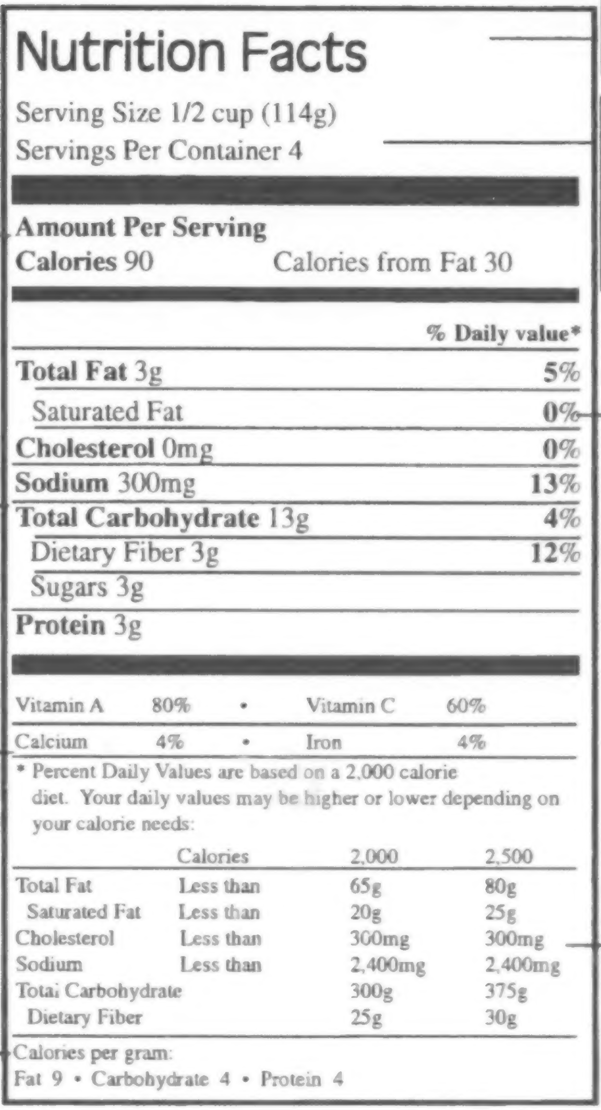

Nutrition Facts

Serving Size 1/2 cup (114g)
Servings Per Container 4

Amount Per Serving
Calories 90 Calories from Fat 30

	% Daily value*
Total Fat 3g	**5%**
Saturated Fat	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	

Vitamin A 80% • Vitamin C 60%
Calcium 4% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Nutrition Facts Title
The title "Nutrition Facts" signals the nutrition information.

Serving Size
Similar food products have similar serving sizes to make it easier to compare foods. Serving sizes are based on amounts people typically eat.

Energy
Lists total calories and calories from fat.

%Daily Value
%Daily value shows how a food fits into a 2,000 calorie reference diet. Consumers can use %Daily Value to compare foods and see how the amount of a nutrient in a serving of food fits in a 2,000 calorie reference diet.

Label Information
The nutrient list covers those most important to your health. Some of this information may have been on older labels, but it is now required.

Vitamins and Minerals
Only two vitamins, A and C, and two minerals, calcium and iron, are required on the food label. A food company can voluntarily list other vitamins and minerals in the food.

Calories Per Gram Footnote
Some labels tell the approximate number of calories in a gram of fat, carbohydrate, and protein.

Daily Values Footnote
Daily Values are the label reference numbers. These numbers are set by the government and are based on current nutrition recommendations. Some labels list the daily values for a daily diet of 2,000 and 2,500 calories. Your own nutrient needs may be less than or more than the Daily Values on the label.

⇨ *Figure 23.1*

Research shows that the American diet contributes to some of the chronic diseases that affect Americans in later life. Changing one's diet can reduce the risk of heart disease, some cancers, and strokes. Health objectives to improve nutrition are established in a report, *Healthy People 2000: Objectives for Health Promotion and Disease Prevention*. To help Americans reach this goal, the US Department of Agriculture (USDA) developed dietary guidelines listed in Figure 23.3, ***Dietary Guidelines for Americans***.

◆ ***Essential Questions:*** ◆
Dietary Guidelines

1. What dietary guidelines are available to help individuals develop healthy eating habits? How can they be used by consumers?
2. What are the seven dietary guidelines that have been identified for Americans?

FACTORS AFFECTING EATING HABITS

A variety of factors affect what people eat. Among the influences on eating habits are cultural patterns, personal preferences, seasonal variation, age, and health.

Cultural Background

Cultural background often determines food customs and practices. For example, spaghetti and lasagna are foods that are part of the Italian culture. Rice, egg rolls, and soy sauce are part of the Chinese culture. Sausage, sauerkraut, and sauerbratten are associated with the German culture. Beans, tamales, and chili are foods from the Mexican culture.

Eating habits are also affected by religion. ***Kosher foods***, prepared according to strict religious dietary laws, are associated with the Jewish religion. For example, pork must be avoided in the diet. The kinds and amounts of foods eaten by Catholics are limited at certain times by religious practices.

Eating patterns also vary in different regions of the United States. Southerners may eat hominy grits for breakfast and fried chicken, black-eyed peas, and greens for dinner. New Englanders often eat baked beans and brown bread. Many Texans enjoy eggs ranchero, chicken fried steak, mashed potatoes, and gravy.

The diets of persons at different income levels may be influenced by the amount of money available to spend on food. ***Food security*** refers to having complete access to a sufficient supply of safe, nutritious foods. Persons with limited food budgets are likely to eat a more limited variety of foods than persons with more money to spend on food.

Personal Preferences

Children often develop food preferences early in life. These may be patterned after a parent or older sibling. Food preferences may be influenced by the way foods are prepared. Some people become accustomed to eating certain foods and may be hesitant to try new foods or foods prepared in unfamiliar ways. For example, many adults feel that milk is a food for babies and children, and some people believe that eating raw vegetables is harmful. Our eating habits are formed by beliefs that may not be nutritionally sound.

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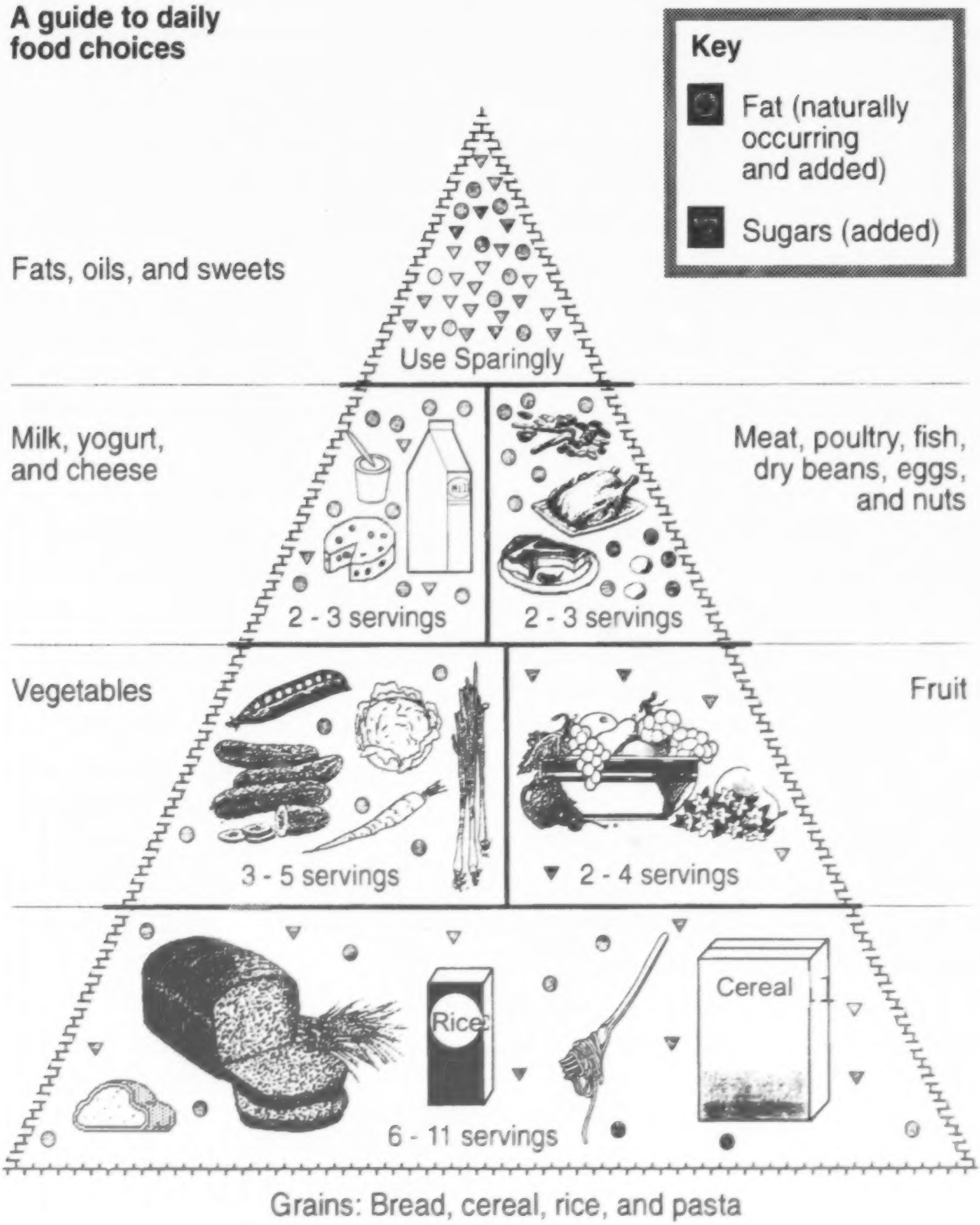
Food Guide Pyramid


A guide to daily food choices
Key
● Fat (naturally occurring and added)
▼ Sugars (added)
Fats, oils, and sweets
Use Sparingly
Milk, yogurt, and cheese
2 - 3 servings
Meat, poultry, fish, dry beans, eggs, and nuts
2 - 3 servings
Vegetables
3 - 5 servings
Fruit
2 - 4 servings
Rice
Cereal
6 - 11 servings
Grains: Bread, cereal, rice, and pasta

⇨ *Figure 23.2*

Adapted from: "The Food Guide Pyramid," Home and Garden Bulletin No. 252, United States Department of Agriculture Human Nutrition Information Service

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Dietary Guidelines for Americans

Aim for Fitness. . .

- ▲ Aim for a healthy weight.
- ▲ Be physically active each day.

Build a Healthy Base. . .

- ■ Let the Pyramid guide your food choices.
- ■ Choose a variety of grains daily, especially whole grains.
- ■ Choose a variety of fruits and vegetables daily.
- ■ Keep food safe to eat.

Choose Sensibly. . .

- ● Choose a diet that is low in saturated fat and cholesterol and moderate in total fat.
- ● Choose beverages and foods to moderate your intake of sugars.
- ● Choose and prepare foods with less salt.

Source: "Dietary Guidelines for Americans," 2000, 5th edition. USDA

⇨ *Figure 23.3*

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Seasons and Traditions

The weather often affects people's appetites. Hot weather may create a desire for light meals of cold foods. Cold weather may cause people to want hearty meals of hot foods. In addition, people tend to associate certain foods with certain times of year. People often think of ice cream in the summer, pumpkin pie for Halloween, and roast turkey and cranberries for Thanksgiving and Christmas.

Age

Dietary needs vary according to age. Young children often have small appetites. They may prefer finger foods and avoid strong flavored foods. Milk is an important part of children's diets. The elementary age child needs more food than the younger child. This is a good time to encourage a child to try new and different foods.

Adolescence, occurring between the ages of thirteen and twenty, is a period of rapid growth and maturation. The formation of muscles, bone, and blood requires ample supplies of the building materials protein, calcium, and iron. Because of an increase in activity and a rise in basal metabolism, adolescents consume more food. The teenage girl needs more iron-rich foods than a teenage boy. Adolescents consume more fast foods, such as hot dogs, hamburgers, French fries, and milkshakes than persons in other age groups. As growth ends and maturity is reached, the need for building materials declines, as does basal metabolism. Compared with adolescents, an adult has a lower need for protein and calcium. Like teenage girls, a woman needs more iron-rich foods than a man.

The major nutritional problem of adults is weight control. As a general rule, a person should maintain his or her ideal weight at age twenty-five throughout adulthood. As people add years, they need to subtract calories. This means avoiding pastries, rich cakes, gravies, nuts, candies, sugar, soft drinks, and fried foods. As aging occurs, basal metabolism and activities slow down, resulting in a decreased energy need. The average man or woman aged 55-75 needs 300 to 400 fewer calories per day than those needed during the 35-55 year period. Older persons need smaller amounts of the B-complex vitamins. Many elderly people require special diets for various health conditions.

Eating patterns and appetite levels often change as people grow older. Adults may prefer eating at a seated restaurant to eating at a fast-food establishment. Many older adults enjoy the variety of foods available at low cost at a cafeteria. Older adults who live alone are likely to have a poor diet. The senses of smell and taste are changed with aging, so food may be less appetizing to the older adult. Some frail older adults must be coaxed and encouraged to get them to eat.

Health

Food preferences and nutritional needs are affected by health and by medications. Loss or impairment of teeth makes it difficult to chew. Problems may develop in adjusting to false teeth. A person who has had a stroke and is partially paralyzed may have impaired muscle ability. For example, a stroke victim with little or no feeling in one side of the face may have little control and no taste on that side of the mouth. A similar sensation results from a deadening of the mouth for dental work.

For various reasons in any stage of life, a person may need a modified diet, which basically means a change in the diet. A modified diet changes the normal diet to meet the body's requirements under special conditions. This procedure may be referred to as medical nutrition therapy. A special diet may be needed by persons who are suffering from nausea or vomiting, who have serious infections, who have disorders of the digestive system, who are too weak to make an effort to chew, or who are recovering from surgery. A special diet may be needed by persons who are diabetic, who need to lose weight, who have liver, gall bladder, or certain cardiovascular diseases, or who have edema related to heart conditions, toxemia during pregnancy, or other swelling conditions caused by sodium remaining in the body.

Activity Level

A person's activities also affect eating. The more physically active a person is, the more calories are needed to meet the body's energy needs. The less physically active a person is, the fewer calories are needed by the body. If a person consumes more calories than the body needs for energy, weight gain occurs. If a person consumes as many calories as the body needs for energy, weight is maintained. If a person consumes fewer calories than the body needs for energy, the body must burn its own fat or protein to make up the difference and weight is lost.

◆ Essential Questions: ◆ Factors Affecting Eating Habits

1. What factors affect eating habits? Explain.
2. Why must some individuals modify their diets as they grow older?

MEAL PATTERNS

The meals eaten, the types and amounts of foods eaten at each meal, and the time of day when meals are consumed vary in the United States. Attitudes toward between-meal snacks also vary.

Breakfast

The term breakfast means "break the fast." Because breakfast is the first meal in over twelve hours for most people, it should meet certain nutritional requirements. Breakfast should supply one-fourth to one-third of the day's nutrients and should include a variety of foods from the Daily Food Guide. It should provide a source of vitamin C to replenish the body's supply. It should provide a high-quality protein. It should offer a quick source of energy. It should satisfy until lunch. Unfortunately, breakfast does not appeal to everyone. Some people say that they do not feel hungry in the morning, and others say they do not have time to eat.

The traditional breakfast in this country includes fruits and juices; cereals with cream or milk; eggs; meats, such as bacon, ham, sausage, and steak; breads, such as pancakes, waffles, French toast, hot breads, and rolls; and beverages. In some areas hashed brown potatoes, grits, and refried beans are also served. Breakfast tacos and burritos also are popular breakfast foods in some parts of the country. Non-traditional food combinations, such as pizza and an orange, can also meet the nutritional requirements of breakfast.

Breakfasts vary from very light to heavy. A very light continental breakfast may include juice, rolls, and beverages. A light breakfast might include fruit or juice, cereal or egg with toast, and a beverage. A medium-size breakfast might include fruit or juice, egg with bacon or sausage, toast, and a beverage. A heavy breakfast might include fruit or juice, cereal, egg with breakfast meat, toast, and a

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beverage. Fresh strawberries, melon, or other seasonal foods may be offered as specials.

Pancakes, waffles, or French toast may be the main course for a light breakfast. The meat is usually grilled. A choice of toast, sweet rolls, muffins, or biscuits may be offered.

Lunch

Like breakfast, lunch should include a variety of foods from the Daily Food Guide. It should supply at least one-third of daily nutritional needs. In the United States, lunch is usually a light meal served at midday. If the heaviest meal is eaten at midday, it may be called dinner. Working people, shoppers, and travelers often need quick service at lunch. Others may prefer a more leisurely lunch.

Lunch menus vary from light to very heavy. A light lunch might include a sandwich or salad and a beverage. A medium lunch might consist of a soup or salad and a sandwich with a beverage. A heavy lunch might include two dishes plus a dessert and a beverage. A very heavy lunch might include a main dish, a vegetable, a salad, bread, dessert, and a beverage. Sometimes foods associated with both breakfast and lunch are presented at a mid-morning meal called brunch.

Dinner

Traditionally, dinner is the heaviest meal of the day. A light dinner may be called supper. Dinner should provide one-third or more of daily nutritional needs. A good dinner offers at least one serving from the meat group, two servings from the fruit and vegetable group, and one serving from the bread group. For children, a serving from the milk group should be included. Dinners should be nutritious and balanced in flavor, texture, temperature, color, and form. Using a variety of methods of preparation make dinner menus more appealing.

Like lunches, dinners vary from light to very heavy. A light dinner might include a main dish containing protein, two vegetables, bread, and a beverage. A medium dinner might include a main dish, two vegetables, a salad, bread, dessert, and a beverage. A heavy dinner might begin with an appetizer followed by the main dish, two vegetables, salad, bread, dessert, and a beverage. A very heavy dinner might consist of an appetizer, then soup, followed by the main dish, two vegetables, salad, bread, dessert, and a beverage.

Snacks

Foods eaten between meals are called snacks. Snacks are usually quick foods like potato chips or French fries, a hamburger, a milk shake, a soft drink, or an ice cream cone. Snacks are often high in calories and low in nutrition. If wisely selected, snacks can fill the gaps in the day's intake of nutritious foods. Nutritious snacks include items, such as cheese, fruit, peanut butter, and nuts.

◆ Essential Questions: ◆
Meal Patterns

1. How do meal patterns affect the foodservice operation?
2. How do meal patterns in the United States vary?

NUTRIENT RETENTION

While presentation and service of food are critically important to food and beverage operations, it also is important to learn how to store and prepare those foods so that most of the nutrients are retained. Several factors should be considered when storing and preparing foods to promote nutrient retention and to prevent nutrient loss.

Many people assume they are getting all the nutritional value of a food just by eating it. What they do not stop to consider is that

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quality, storage, and preparation techniques all influence the amount of nutrients that are retained in food.

Oxidation

Fruits and vegetables are most susceptible to nutrient loss because of their perishability. ***Perishable foods*** are those that deteriorate and spoil quickly. The quality of most fruits and vegetables is best when the produce is allowed to ripen on the vine, chilled immediately, and kept chilled until ready for use. However, vine-ripened products are more difficult to distribute because of their extreme perishability. Vegetables such as potatoes, yams, and onions are best if stored in a cool, dry, dark place.

Oxidation is a chemical change that occurs in foods as they age. The enzymes in the food may be activated by oxygen in the air and thus cause a loss of vitamins. When the oxygen is removed, the destructive effects of oxidation are greatly reduced. Once a fruit or vegetable is cut or a can is opened, it should be stored in an airtight container or wrapper and should be refrigerated.

Enzymes

The freezing of foods requires some precaution to ensure that valuable nutrients are not lost. Fresh vegetables should be blanched before freezing. Blanching is a method of deactivating enzymes by immersing the vegetables in boiling water or exposing them to steam for a few minutes, then cooling the vegetables before freezing. Blanching destroys the enzymes in the food that would break down the nutrients. Once the food has cooled, it should be frozen immediately in airtight containers or freezer bags. Many fruits do not need any special preparation prior to freezing. Sugar helps to prevent the action of the enzymes, so fruits frozen with sugar may retain more texture and flavor than those frozen without sugar. Meats should be wrapped airtight before freezing and the freezer temperature should be kept at 0°F.

Leaching

Much care must be taken to ensure that water-soluble vitamins and minerals are protected. ***Leaching*** is a term that refers to the loss of vitamins and minerals into water. Vitamin C, B vitamins, and some minerals are soluble in water. These vitamins are dissolved in the water in which fruits and vegetables are cooked or canned. Many people do not realize that when they discard the water the food has been cooked in, nearly half of the vitamins are poured down the drain. To prevent this loss of nutrients, fruits and vegetables can be steamed over water or boiled in a small amount of water so that the water can be reabsorbed into the food by the end of the cooking time. Nutrients also are retained if the water is used for soups or sauces. Fruits and vegetables should be washed before being cut to prevent nutrient loss during washing. The liquid from canned fruits and vegetables should not be discarded because it contains nutrients that have been leached into the liquid. The vegetable should be cooked in the liquid, and the liquid should be saved for use in soups, to cook rice, or to add to casseroles. More nutrients also will be retained if lengthy cooking times and high heat are avoided during preparation.

Light

Light speeds the oxidation process that causes loss of nutrients in some foods. Vitamins B_6 (pyridoxine), C, and riboflavin are most sensitive to light. Some nutrient loss can be prevented by packaging and storing food in opaque containers. Opaque is the opposite of transparent. Opaque containers do not let light pass through them. Also, limited exposure of cut surfaces to light helps in nutrient retention. Milk is packaged in opaque containers to lessen the loss of valuable riboflavin.

Heat

Heat is a factor in nutrient retention because it speeds the loss of nutrients. However, heat also is required to destroy the harmful microorganisms in food that cause foodborne illness. The oxidation process is accelerated by heat and slowed by cold temperatures. Vitamins that are sensitive to heat include vitamins A, B_6, C, and thiamin. Minerals are not affected by heat. Along with the high temperature of heat, there is greater nutrient loss the longer the food is exposed to the heat. Thus, the overcooking of fruits and vegetables should be avoided to aid in nutrient retention.

Manipulation

Manipulative procedures, such as chopping and peeling, cause nutrient loss in fruits and vegetables. Manipulative procedures involve actions that are done to food to change it from its original state. Some examples of manipulative procedures are chopping, grating, peeling, and slicing. Many nutrients are found close to the peelings of fruits and vegetables. Peeling, chopping, grating, and shredding vegetables and fruits cause a considerable loss of vitamin C. Thus, fruits and vegetables should be cut in large pieces and should be left in the skins when possible.

Alkalinity and Acidity

The nutrient content of foods can be affected by the alkalinity or acidity (pH level) of the food. The pH level refers to the acidity or alkalinity of the food. The pH values range from 0 to 14 with 7 representing neutrality. Values below 7 indicate increasing acidity, and values above 7 indicate increasing alkalinity. Alkaline is a water-soluble substance that neutralizes acid. Alkalies have a pH of 7 to 14. Acids are chemical compounds that have a pH level of 0 to 7 and have a sour taste. Acids react with a base to form salt. Acid solutions can destroy vitamin A, vitamin D (calciferol), and folacin. Alkalies can cause riboflavin, thiamin, and vitamins C and D to be destroyed in food.

In the past, many people have added a small amount of baking soda (an alkaline) to the water when cooking green vegetables. Although the baking soda does improve the color of the cooked vegetables, the nutrients that are sensitive to alkaline are lost. However, some foods benefit from the addition of acid substances. The acid used in pickling helps to preserve some nutrients but can cause the loss of others. The addition of acids, such as lemon juice or cream of tartar, when cooking cauliflower not only improves the color but is also beneficial to some nutrients.

◆ Essential Questions: ◆
Nutrient Retention

1. How is exposure to light a factor in nutrient loss in some foods?
2. What manipulation procedures can cause nutrient loss?

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TECHNIQUES THAT PRESERVE NUTRIENTS

Many foods in our culture are considered highly palatable when eaten in their raw form. ***Palatable*** refers to the acceptability of the food to the palate, or taste. Foods that appeal to a person's sense of taste, smell, and sight as well as foods with the appropriate temperature and texture are considered palatable. Fruits and vegetables are the foods most commonly eaten in raw form. This is especially important when considering the nutrients that are lost through cooking. In many instances, however, cooking improves the palatability, flavor, color, texture, and digestibility of food. Cooking also destroys organisms and bacteria that could cause foodborne illness.

Foodservice workers can take precautions to preserve the nutrients in the foods they prepare by following some food preparation practices. Microwave cooking, steaming, and stir-frying are methods that improve nutrient retention in foods. Simmering foods in a small amount of liquid for a minimal amount of time also helps to improve nutrient retention. Figure 23.4 lists some additional suggestions for preserving the nutrient content of foods.

It is important to understand how nutrients are lost so that methods to improve nutrient retention can be used. Knowledge of principles of food preparation and storage can greatly improve the nutritional value of the foods that are cooked. Vitamins are the most easily lost of all the nutrients, so the greatest care must be taken with vitamin-rich foods. Some minerals are lost in leaching and manipulative procedures, but they are not destroyed by heat or oxidation. The nutritional value of carbohydrates, proteins, and saturated fats is not negatively affected by normal food preparation procedures.

Microwave Cooking. Microwave cooking is the cooking of food in a microwave oven which uses electromagnetic energy to create heat. Research on the nutrient retention of foods cooked in the microwave oven shows that the foods retain as many, if not more, nutrients than foods prepared by more conventional methods. Microwave cooking tends to reduce the loss of some vitamins due to the fast, efficient method of heating. Leaching of water-soluble vitamins into the cooking water does not seem to occur with microwave cooking. Some studies have shown greater retention of folacin, thiamin, and vitamin B_6 in some foods cooked in the microwave oven.

These advantages are due to the fact that vegetables are cooked with very little or no water for a very short period of time. This limited exposure to heat improves nutrient retention. Foods prepared in the microwave oven do not require the addition of any fat for cooking; therefore, dietary fat and calorie content are reduced.

Foundations of Food Preparation reports that ground beef patties cooked in the microwave oven have less fat and fewer calories after cooking than ground beef patties cooked by some other methods.

Preserving Nutrients

- Avoid overcooking. Prolonged exposure to heat causes loss of some vitamins.
- Cover refrigerated foods with tight-fitting lids, foil, or plastic wrap.
- Cut fruits and vegetables in large pieces. Chop immediately before use to avoid unnecessary exposure to oxygen.
- Freeze or refrigerate leftovers immediately after use. Leaving foods exposed to room temperature increases nutrient loss, promotes an environment for bacteria to grow, and increases rate of spoilage.
- Include raw fruits and vegetables in menu planning and food preparation.
- Refrigerate most products to reduce nutrient loss.
- Rinse foods in cold water. Do not soak. This causes loss of valuable water-soluble nutrients.
- Thaw frozen foods in the refrigerator. More nutrients are retained at cooler temperatures, and this also inhibits the growth of organisms that can cause foodborne illness.

⇨ ***Figure 23.4***

A microwave-cooked ground beef patty with a fat content of 24 percent contains approximately 134 calories after cooking. However, a ground beef patty with a fat content of 24 percent that is broiled in a conventional oven contains approximately 164 calories. These factors show that microwave cookery can be an effective method of food preparation that improves nutrient retention of some foods and reduces calories and fat.

Stir-frying. Stir-frying is a cooking method that is traditionally used in China and Japan; however, due to the nature of the stir-frying method, many Americans have adopted this popular cooking method. Stir-frying is a quick method of cooking that uses very little fat. A Chinese pan called a wok is recommended because of the wide cooking surface and sloping sides. Foods are cut into small pieces for stir-frying so they will cook fast.

Stir-frying is considered a good choice for cooking because the fast cooking time improves nutrient retention. Since the vegetables are cooked only until they are slightly tender but still crisp, the natural flavors of the foods are so evident that the addition of butter or sauces is not needed. This also reduces fat and calorie content.

◆ Essential Questions: ◆
Techniques that Preserve Nutrients

1. What are important guidelines that aid in preserving the nutrient content of foods prepared at home?
2. How does stir-frying aid in nutrient retention?
3. Why is heat a factor in nutrient retention? Why is heat important in food preparation?

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Chapter Highlights

- Food provides fuel and building materials for the body. The energy value of food is measured in calories. Protein, carbohydrates, and fats all produce energy. Minerals, vitamins, and water do not produce energy but are important for regulation of body processes, maintenance, and growth.
- Fat which is allowed to smoke at a high temperature may give food a disagreeable taste and make it more difficult to digest.
- Water-soluble vitamins are easily lost during the storage and preparation of food, but fat-soluble vitamins are not.
- The RDA, Recommended Dietary Allowances for Americans, serve as a guideline for determining the amounts of nutrients a specific person needs each day.
- A variety of factors affect what people eat. Among the influences on eating habits are cultural patterns, personal preferences, seasonal variation, age, and health.
- Meal patterns vary in terms of meals eaten, the types and amounts of foods eaten at each meal, and the time of day when meals are consumed. In the United States, the typical pattern includes breakfast, a light lunch at midday, and a heavier dinner in the evening, plus snacks.
- Quality, storage, and preparation techniques all influence the amount of nutrients that are retained in food.
- Fruits and vegetables are most susceptible to nutrient loss because of their perishability.
- Perishable foods are those that deteriorate and spoil quickly. The quality of most fruits and vegetables is best when the produce is allowed to ripen on the vine, chilled immediately, and kept chilled until ready for use.
- Leaching is a term that refers to the loss of vitamins and minerals into water.
- Heat is a factor in nutrient retention because it speeds the loss of nutrients. However, heat also is required to destroy the harmful microorganisms in food that cause foodborne illness.
- Nutrient loss can be due to oxidation, leaching, light, heat, manipulation, or pH levels.

Chapter 24

Food Production

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14D Apply management principles in work roles related to food and beverage operations.

14E Apply nutrition principles in food and beverage planning, preparation, and presentation.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

14G Select equipment and utensils appropriate for prescribed tasks.

14H Summarize government regulations affecting food safety and sanitation.

14I Practice safety and sanitation procedures in food and beverage operations.

14J Explain approaches that protect the environment.

15F Explain how the menu reflects the foodservice plan for meeting customer needs and wants.

Chapter Vocabulary

broth
combination cooking method
condiment
convenience foods
conversion factor
conversion formula
critical control point
danger zone
dry heat
extract
food portioning
frying method
gelatin
gluten
Hazard Analysis Critical Control Point (HACCP)
herbs
liquid food extracts
menu
menu planning
menu specifications
moist heat
monosodium glutamate
portion control
profit
purveyor
seasoned salt
seasonings
smoked salts
spices
standard portions
standardized recipe
stock
universal food products
yield

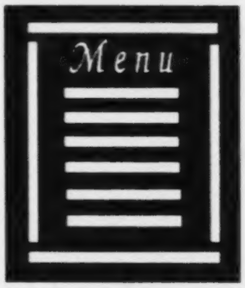
Preparing food in quantity for a foodservice operation is different from cooking at home. Many principles and techniques of food preparation are the same in both settings, but quantity food production requires special knowledge and skills. One of the most important aspects of quantity food production is consistency. Menu items should be prepared and served the same way each time they are ordered. Foodservice operations carefully plan menus, develop standardized recipes, designate portion sizes, and follow menu specifications so that customers consistently receive good quality meals. Menus, standardized recipes, portion sizes, and menu specifications also help foodservice operations control costs. When food is prepared in large quantities, seemingly small amounts of waste quickly add up and create major financial loss in food costs.

THE MENU

In the simplest form, a ***menu*** is a list of the food and beverages to be prepared and served to customers. In reality, menus are much more than simple lists. A menu is a marketing and planning tool for the foodservice operation.

Menus are carefully designed and used for the following purposes:

- to present food and beverages in an attractive manner that stimulates customers' appetites
- to communicate the foodservice operation's image, prices, and methods of food preparation and service
- to help the foodservice operation meet financial goals
- to promote the foodservice operation and encourage repeat business
- to guide equipment and supply purchases, facility planning, and staffing



Well-planned menus result in customer satisfaction, success, and profit. ***Profit*** is the money the owner makes after all expenses have been paid.

Menu Planning

A food operation must keep quantity food production in mind when planning and designing a new menu. ***Menu planning*** is the process of selecting food and beverage items for a menu that are acceptable to customers and management while keeping all aspects of the food operation in mind. To management, the qualities of a good menu include the following:

- It conforms to the food operation's objectives and purposes.
- It contains a mixture of items that will result in an average amount of money spent per customer (this helps the food operation to estimate customer flow, amount of income, and to budget its costs).
- It includes food items based on the type of food operation.
- It takes advantage of seasonal and locally-grown food products since availability affects food costs.
- It arranges for the efficient use of employees, facilities, and equipment.
- It includes items that average skilled employees can prepare without excessive time, labor, and energy demands.

Some food items are difficult to prepare and serve because of a food operation's equipment and personnel limitations or food availability. In menu planning and daily management, managers and chefs consider the equipment's cooking capacity, divide workloads among the equipment and workers, select items that the cooks are able to prepare, and use foods that are in season or that are available locally.

Another aspect of menu planning to be considered is the number of menu items the business can effectively produce. Recipes are chosen that use the same basic ingredients as other recipes, but that produce a variety of items. For example, two basic ingredients, potatoes and butter, can be used to produce cottage fries, scalloped potatoes, or mashed potatoes. This type of planning results in simplified purchasing and food production.

Managers and chefs also choose menu items based on appearance, color, textures, flavors, and temperature. Providing variety in all of these areas produces a more appealing menu for customers.

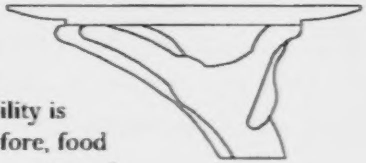
Waste affects food costs; therefore it should be avoided as much as possible. Menus are planned so that all food items are used without waste. Edible trimmings and leftovers can be used to prepare other food items on the menu. For example, day-old bread or bread crusts can be used for salad croutons or a dessert of bread pudding. Many foodservice operations offer daily specials designed to use leftovers, seasonal foods, or surplus foods. For example, bones and trimmings from beef roast can be combined with leftover vegetables to make a "soup of the day". The chef may have chicken left over from a banquet and feature a special chicken casserole as a lunch special.

To customers, a good menu serves the following purposes:

- effectively communicates its message to the customer
- meets nutritional needs of customers of various ages
- meets customers' food habits and preferences
- includes food items pleasing in appearance, arrangement, flavor, aroma, texture, color, and quality
- offers food items appropriate to seasonal variations, function, and the food operation's environment
- recognizes cultural groups and their food preferences

Foodservice operations often conduct studies to gather information about customer likes and dislikes, amounts and types of leftovers and waste, items that sell well, items that are slow sellers, and customer comments. This information helps management make decisions and modifications on the menu. Studies should be conducted periodically to identify changes that indicate modifying or updating the menu is needed.

Banquet menus are designed for large quantity food production and contain food items suitable to such production. Banquet menus also are designed with production speed, efficiency, cost, and product availability in mind. Availability is the key; therefore, food operations use universal food products. ***Universal food products*** are food products regularly used by food operations that are readily available. Odd items on the menu may be difficult to obtain unless the food operation has a reliable supplier. Even if the food operation has a supplier, the supplier may raise prices or go out of business, which would leave the food operation in a bind. Foodservice operations can always get universal food products such as chicken, prime rib, roast beef, and pork chops, but may have more difficulty obtaining a consistent supply of a more exotic item such as crawfish.



Banquet menus are usually simple but elegant. A banquet may serve a few dozen guests, or serve more than one thousand meals for guests all at the same time. When planning banquet menus, cooking methods are selected that prepare large volumes of food at one time. Baking, roasting, and grilling are efficient large volume cooking methods. Banquet menu planning centers around volume food production.

Another important aspect of menu planning is the number of menu items that the kitchen can effectively produce. Selecting menu items that use the same basic ingredients enables the kitchen staff to efficiently produce a variety of foods. This type of planning results in simplified purchasing, easy access to food suppliers, and efficient food production.

Menu Specifications

Once menus and standardized recipes are planned and developed, food production managers, chefs, and buyers develop menu specifications that are used for purchasing food and beverage supplies. ***Menu specifications***, also called purchase specifications or specs, are statements that describe the characteristics of a food product, ingredient, or condiment used by the food operation for food production. Specs help the buyer purchase exactly what the food operation needs on a consistent basis.

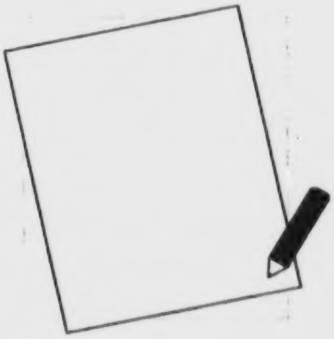
Specs are designed to help the buyer purchase needed items for the food operation at an economical price. Specs help food operations: control costs and quality; prevent miscommunication among purveyors, buyers, and users; allow other employees to conduct purchasing duties in the buyer's absence; train assistant buyers and managers; and encourage bidding among purveyors for specific products.

Specs include the following information:

- menu item
- product
- code (standardized number used to describe exact requirements of an item, such as a cut of meat)
- quantity needed
- grade
- yield
- brand
- size
- number of items per package
- unit on which the price is based (can, pound, or case)
- trim factor (the amount or type of trim for a cut of meat)
- weight range
- method of preparation or tenderization
- area of origin
- packaging
- portion size
- condition
- age
- any other pertinent information that would help the buyer and purveyor provide the exact item the food operation needs.

The United States Department of Agriculture (USDA) provides information to help managers and chefs who are preparing specs for food items. The USDA informs buyers about the various grades and characteristics of food products such as meats, vegetables, and fruits.

Managers prepare and maintain a list of all specifications for the foodservice operation. The list is stored as a part of a computer database or in a binder in the office of the manager or buyer. Managers may give copies of the specs to purveyors so that they know what the food operation requires. A ***purveyor*** is a company who sells products to the foodservice operation, such as a meat purveyor or a produce purveyor.



◆ *Essential Questions:* ◆
The Menu

1. How are menus used by foodservice operations?
2. What are some of the qualities that customers look for in a menu?
3. Think of the best and the worst menus that you have ever seen. What were the characteristics of the best menu? What was wrong with the worst menu? What could be done to improve it?
4. What are menu specifications? Why are they used?
5. How does using specs help foodservice operations save money and have consistent results?

STANDARDIZED RECIPES

A ***standardized recipe*** is a very specific set of instructions for preparing a menu item for a foodservice operation. It is similar to other recipes in that it contains a list of ingredients and preparation instructions, but is much more specific. A standardized recipe is used to establish consistency in quality, quantity, procedures, temperature, yield, and equipment. The standardized recipe helps with cost control for quantity food production. By following the standardized recipe's instructions and using the exact measurements and ingredients in the recipe, the resulting food item will be a consistent product each time it is made. With standardized recipes, menu items can be replicated and food quality maintained, despite turnover in personnel.

Food and beverage operations have standardized recipes for every menu item they prepare in their kitchen. An example of a standardized recipe is illustrated in Figure 24.1.

Standardized recipes are designed so that anyone skilled in cooking can prepare the recipes. Specific directions are the key to consistent understanding and preparation of standardized recipes. Standardized recipes help control food costs by specifically stating the exact yield and sizes of portions. Standardized recipes should include the following detailed information:

- amount of ingredients by weight or volume, in order of use
- type and size of utensils and tools to be used
- clear directions about how to combine ingredients
- cooking methods, temperatures, and time
- weight or volume to be placed in a specific container
- size of servings, including types and size of portioning device
- number of servings or portions per pan, quart, or gallon
- yield in cups, quarts, or gallons
- terms which are familiar to most cooks

Some standardized recipes also include diagrams showing how a product should be assembled, as with some salads or desserts, for example. Some recipes include photographs of the finished product to illustrate proper plating and presentation of the menu item.

Only terms that are commonly understood and used by foodservice employees should be used for writing standardized recipes. If there are foodservice workers whose native lan-

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Example of a Standardized Recipe

Potato Refrigerator Rolls Yield: 9-10 doz. rolls

Ingredients	Amount	Preparation Procedure
Potatoes, Mashed	1 cup	1. Peel 2 medium potatoes and cut into several pieces. 2. Boil in small amount of water until soft. 3. Drain and mash until smooth. 4. Cool until lukewarm.
Yeast, Active Dry Sugar, Granulated	1 pkg. 2/3 cup	5. Place yeast and sugar in a bowl.
		6. Add warm water (not hot) and mix.
Water, Warm	1 1/2 cups	7. Let stand 10 minutes.
Salt Shortening (part butter or margarine makes a particularly rich product) Eggs	1 1/2 tsp. 2/3 cup 2	8. Add salt, shortening, two eggs and lukewarm mashed potatoes to yeast/water mixture and stir together.
Flour, Sifted	7-7 1/2 cups	9. Mix in flour until dough is easy to handle. 10. Turn onto lightly floured board. 11. Knead until smooth and elastic. 12. Place in greased bowl. 13. Turn dough so top is greased. 14. Cover with greased wax paper or plastic wrap and damp cloth. 15. Let rise until double in size (approximately 1 1/2 hour). 16. Punch down, cover, and refrigerate. 17. Shape into rolls. (Use 1/2 oz. raw dough for petite rolls.) 18. Place 1-2 inches apart on greased baking sheet. 19. Cover and let rise until double in size (1 and 1/2-2 hours). 20. Bake 12-15 minutes. 21. Remove from pan immediately and apply desired topping.

NOTES: Instant mashed potatoes or leftover potatoes may be used if desired. Be sure they are lukewarm, not hot, when added to the recipe. If desired, rolls may be baked the day before and reheated at serving time. Do not place topping on rolls until they are ready to serve.

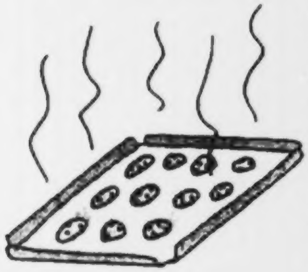
SERVING INFORMATION: Serve warm.

⇨ ***Figure 24.1***

guage is other than English, recipes should be translated into the appropriate language. Directions used in recipes should be as specific as possible, and phrases, such as "just a pinch" or "season to taste," should be avoided.

Amounts of ingredients should result in yields of 25 and 50 servings. This saves the foodservice worker time and effort in calculating and ensures quality of the product when smaller or larger amounts are prepared.

When prepared accurately, standardized recipes provide consistency in taste and appearance each time they are prepared. Since each step in the production of the food item is detailed in the recipe, managers use standardized recipes to develop preparation lists, work schedules, and production schedules for the kitchen staff.



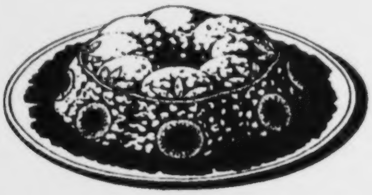
Standardized recipes are written and filed into the appropriate categories including entrées, desserts, vegetables, sauces, and soups. Computer software written specifically for standardized recipes is widely available. In many cases, these programs can scale recipes to a specific number of servings and can generate supply lists. Recipes should never be left to a cook's memory because if the cook resigns, the recipe instructions go along with the cook. Preferably, two or three copies of recipes are made and filed in different locations along with a copy retained on a computer database.

Usually the recipes used in food operations originate from recipes found in cookbooks, recipe files, or other places. After deciding the type of food to be served, the management and chefs prepare food items from the selected recipes at the quantities given on the recipes. The food item is then evaluated on its preparation methods, ingredient proportions, availability of ingredients, cost, yield, equipment required, skill level required, and suitability to the food operation.

After a recipe is evaluated and found to be suitable, it is converted to a larger amount and prepared. Then, the food item and recipe are evaluated again. When enlarging recipes, the ratio of ingredients to other ingredients is important to the end product. Some ingredients, such as salt, onions, and seasonings, do not necessarily provide the desired taste when increased. These ingredients can affect the final flavor of the food product.

Because most cooks strictly follow standardized recipes to prepare food items each day, cooks are not allowed to experiment with daily routine food preparation. However, there are times when development of new recipes and new menu items give cooks the opportunity to use their creativity and knowledge to formulate an ideal recipe.

Recipes can be enlarged by calculating yields through a conversion formula and conversion factor. A ***yield*** is the amount of finished product that is produced by the recipe, such as a quart of sauce. The ***conversion formula*** is a formula for dividing the desired yield by the original recipe yield. This determines the ***conversion factor***, which is the number that is multiplied by each ingredient's quantity in the original recipe. The result is new quantities of ingredients to be used in the enlarged or converted recipe.



To enlarge a recipe, the conversion formula and conversion factor are used as described below.

1. Divide the desired yield by the original yield to get the conversion factor.

Desired Yield ÷ *Original Yield* = *Conversion Factor*

2. Multiply the conversion factor by the quantity of each ingredient in the original recipe to get the new quantities to use for the enlarged recipe.

Conversion Factor X *Original Quantity* = *New Quantity*

Adjustments and careful evaluation are required when enlarging recipes. Cooking times, temperatures, mixing speeds, and types of utensils and equipment used can be affected. Sometimes other ingredients or procedures are substituted for stated ingredients or procedures in order to produce the desired results or a better product. The enlarged recipe must be tested and evaluated several times in order to arrive at the final recipe with the desired results. Evaluation of recipes includes its marketability, popularity, yield, and cost. Once a recipe is approved, it is considered a standard recipe and can be used by the food operation and kept in a permanent recipe file.

◆ Essential Questions: ◆
Standardized Recipes

1. What is the difference between a standardized recipe and a recipe used at home?
2. What type of information can typically be found in a standardized recipe?
3. Why are standardized recipes used?

CONVENIENCE FOODS

Today, more high quality convenience foods are available than ever before. Convenience foods were previously used only by foodservice operations with low budgets and low quality standards. Whether a foodservice operation uses just a few or many convenience foods, they need knowledgeable employees to purchase, handle, serve, and control costs associated with convenience foods.

Convenience foods are partially-prepared food products or ingredients that save food production time. Many convenience foods are prepared to the point of being ready to heat. They usually can be prepared with a minimal amount of labor or cooking time. Convenience foods are available fresh, frozen, canned, dehydrated, freeze-dried, dry, or vacuum-packaged. Vacuum-packaged food is prepared and then sealed in plastic and the air is vacuumed out. The vacuum-packaged food then must be stored in the refrigerator. Convenience food items also are available in standard portion sizes, which makes it easier to determine accurate costs per portion. Some food operations use a combination of convenience foods and food items that are made from scratch. Convenience foods usually are more expensive than foods made from scratch, but the saving of time, energy, and labor offset the expense.

A decision whether or not to use convenience foods is based on an evaluation of the food and labor cost comparisons between convenience foods and foods made from scratch. If kitchen employees are unskilled or staff size is small, the food operation might consider using convenience foods. Therefore, they can operate with a small number of

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kitchen employees and use convenience foods. Convenience foods increase food costs, but labor costs are lower than if the food items are made from scratch.

Convenience foods have improved considerably in quality and variety over the last several years. Sometimes customers can tell the difference between convenience foods and food items made from scratch, but often they can not. Whatever product is selected, it should be consistent with the image the foodservice operation portrays. High-service level restaurants do not typically use many convenience items except for specialty dessert items, although they do make desserts from scratch as well. At these restaurants, customers are not willing to pay the price charged for an entrée that is obviously a frozen convenience product. Such a product also would not be in line with the image and level of service.

◆ Essential Questions: ◆
Convenience Foods

1. Why are convenience foods used?
2. Why would a customer be willing to pay restaurant prices for a convenience food rather than having a convenience food at home?

PRINCIPLES OF COOKING

Many cooking principles are the same for small and large quantity cooking. The understanding of cooking principles and special food preparation techniques helps cooks determine how large quantities of food are affected by different types of heat and equipment. Understanding these principles also helps cooks improve the final product and uphold consistency.

The amount of time needed to cook food items depends on temperatures used, characteristics of food items, amounts and temperatures of food items, and the speed of the heat transfer characteristic of the chosen cooking method. Steam is a better conductor of heat than air, which is why it takes longer to bake a vegetable than to steam a vegetable.

Cooking Methods

Five categories of cooking are used in food preparation: dry heat, moist heat, fat, combination, and extraction. ***Dry heat*** is used in baking, roasting, and broiling. Cakes, pies, breads, and beans are baked. Meat is roasted. Broiling involves the use of an open fire. ***Moist heat*** cookery involves the cooking of foods in liquids. Boiling, steaming, poaching, and pressure cooking are types of moist heat cookery. The ***frying method*** browns by sautéing or flip frying, pan frying, griddle frying, deep frying, or pressure deep frying. The ***combination cooking method*** involves exposing food to the first three methods of cookery in a sequence or together in the same pot. Combination methods include stewing, braising, pot roasting, and fricasseeing. The fifth category, ***liquid food extracts***, uses by-products of foods which have been simmered in liquids. These liquids are called broth or stock. ***Broth*** is the liquid from cooked foods such as boiled chicken or boiled beef. ***Stock*** is liquid extracted from meat, fish, and vegetable leftovers. Broths and stocks are used to make soups, sauces, and gravies.

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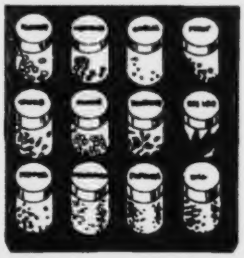
Seasonings

Seasonings are flavor-adding ingredients. They add interest and variety. Because they are strong-flavored, only small amounts of most seasonings are needed. Salt and pepper are the best known seasonings. Seasonings include herbs, spices, salts, extracts, and condiments.

Herbs. ***Herbs*** are the leaves of certain plants used to season foods. Flavors of herbs can be recognized by smelling and tasting small amounts. Herbs most frequently used in food preparation include the following:

- basil (BAZ-il) leaves
- bay leaves
- celery leaves
- chervil (SHUR-vil) leaves
- chives
- cilantro
- marjoram (MAR-jor-am)
- oregano leaves
- parsley leaves
- peppermint leaves
- rosemary leaves
- sage leaves
- spearmint leaves
- tarragon leaves
- thyme (TIME) leaves



Spices. ***Spices*** are parts of plants, other than leaves, used to season foods. They can be from the seeds, stems, bark, fruits, and roots of certain plants. They are very pungent, aromatic, and flavorful. Spices may be used whole or ground. Spices used in food preparation include the following:

- black pepper
- cardamom (CARD-uh-mum)
- cayenne pepper (ki-YEN)
- cinnamon
- cumin
- ginger
- mace
- nutmeg
- paprika (pap-REE-ka)
- peppercorn
- poppy seed
- tumeric
- white pepper

Refer to Table 24.1 for a list of possible herb and spice combinations for various food categories.

Several herb and spice mixtures are used in food preparations. The most common ones are chili powder, curry powder, and poultry seasoning.

Salts. Salt heightens the flavor of foods. It should be used sparingly in food preparation. Several types of salt are used in food preparation. Table salt is the most common type of salt. Sea salt, a coarse natural salt, is sprinkled on pretzels, rolls, and breads before baking. ***Monosodium glutamate*** is used to intensify the flavor of foods, especially in Oriental cookery. ***Seasoned salt*** is a mixture of table salt, vegetable flavoring, spices, and monosodium glutamate. ***Smoked salts*** are flavored with hickory smoke or smoke from other scented woods.

Extracts. An ***extract*** is the concentrated flavor and aroma of an ingredient. Some extracts are preserved in alcohol. The most familiar extracts are vanilla, almond, lemon, orange, and peppermint.

Condiments. A ***condiment*** is a seasoning or relish. Familiar ones include mustard, ketchup, and steak sauce. Other condiments include prepared horseradish, chili sauce, seafood cocktail sauce, Worcestershire, and soy sauce. Condiments are used in cooking as well as at the table.

Care and Storage. Spices, herbs, and extracts should be purchased in small quantities. Light and warmth cause herbs and spices to lose color, fragrance, and flavor. Keep them tightly covered in a cool, dark room. Extracts should be stored in dark bottles.

Herbs and Spices Chart

Herbs and Spices	Appetizers and Soups	Side Dishes	Main Dishes	Baked Goods and Desserts	Beverages, Sauces, and Condiments
Sweet Basil	Minestrone Vegetable soup	Ratatouille Vegetables	Pastas Pizza	Herb Breads	Pasta Sauces
Bay Leaves	Beef Stocks Split Pea Soup	Carrots Tomatoes	Stews Pot Roast		Pasta Sauce Mirepoix
Cinnamon	Pumpkin Soup	Applesauce Sweet Potatoes	Greek Dishes French Toast	Pies Cookies	Mexican Coffee Hot Cocoa
Cumin	Empanadas Guacamole	Spanish Rice Chili Beans	Chili Fajitas	Seeded Breads	Marinades Chutneys
Curry Powder	Tomato Soup Pumpkin Soup	Cauliflower Fruit Salad	Curries Chicken Salad		French Dressing
Dill	Cheese Dips Split Pea Soup	Coleslaw Peas	Fish Egg Dishes	Herb Breads	Pickles Yogurt Sauce
Garlic Powder	Soups Dips	Vegetables Caesar Salad	Stir-Fries Teriyaki	Herb Breads	Marinades Butters
Ginger	Wonton Soup	Fried Rice Spiced Pears	Teriyaki Stir-Fries	Gingerbread Gingersnaps	Chutney Marmalade
Oregano	Tortilla Soup Minestrone	Zucchini Broccoli	Chili Pizza	Herb Breads	Salsa Pasta Sauces
Peppercorns (Black)	Minestrone Stocks	Vegetables Salads	Meats Sausages	Spice Cakes Pfeffernuesse	Marinades Sauces
Red Pepper	Guacamole Gazpacho	Beans	Omelets Szechuan	Cornbread Corn Muffins	Pickles Tomato Sauces
Rosemary	Soup Stocks	Roasted Potatoes	Meats Stews	Herb Breads	Mirepoix
Sage	Minestrone	Stuffing Corn	Chicken Pork Chops	Focaccia	Salad Dressings Pasta Sauces
Thyme	Bean Soups Clam Chowder	Stuffings Dumplings	Meat Loaf Pot Pies	Herb Breads	Mirepoix Salad Dressings

⇨ ***Table 24.1***

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Vegetables and Fruits

Special care must be taken when cooking vegetables and fruits. Heat, baking soda, and alkalies cause vegetables and fruits to soften. These elements break down fiber substances that provide the structure and firmness of these foods. Alkalies cause nutrient loss and mushy textures when added to foods being cooked. Sugar helps keep fiber firm. Fruits cooked with sugar are more likely to stay firm and keep their shape.

Nutrients, flavor components, and color pigments can be lost in cooking. These can be preserved as much as possible by selecting appropriate cooking methods. To prevent nutrient loss and poor appearance, vegetables and fruits should be cooked carefully and for as little time as possible. Steaming is a good cooking method for fruits and vegetables because it helps preserve their natural qualities and nutrients better than most other cooking methods.

Baked Products

Baked products are made with flour, shortening, sugar, eggs, and leavening agents, such as yeast. Flour used for baking is selected based on the intended use. Bread flour forms strong structures. Pastry flour forms weak, delicate structures. All-purpose flour is 80 parts bread flour and 20 parts pastry flour.

Gluten is a protein in flour that forms an elastic, sticky, spongy mass when flour is combined with moisture. Shortening prevents the sticking of gluten particles, which ultimately produces the tenderness of baked products. Sugar sweetens and tenderizes food. Eggs enhance baking qualities of baked foods, act as binding ingredients, and provide volume, tenderness, flavor, and nutrients. Leavening agents provide texture and volume to baked foods and must be measured exactly and added carefully.

Batters and doughs may be mixed, blended, and kneaded using large blenders and mixers. Yeast that is commercially produced for baking is a fungus that can ferment carbohydrates. It is used as a leavening agent to create fullness and add height to baked products. Before items that contain yeast are baked, the yeast must be allowed to ferment and grow. The time allowed for the yeast to grow is sometimes referred to as proofing time. Yeast proofs best at temperatures between 78°F to 90°F.

Salads

Different types of salads are served as appetizers, side dishes, main dishes, desserts, and on salad bars. Salads consist of a base, body, garnish, and dressing. Contrasts in color, flavor, and texture are important in salad preparation. Therefore, many ingredients are used to prepare salads. Salad greens make up the base of most salads and include any variety of lettuce or other green leafy vegetables. Salads are made of lettuce, raw vegetables, eggs, meats, fruits, or gelatins. Salads should be prepared as close to serving time as possible because most salad ingredients are highly perishable. To preserve crispness, salads should be refrigerated and kept moist. Dressings are added for flavor. Individual salad ingredients should be placed in a plastic bag and refrigerated.

Gelatin salads are made with ***gelatin***, which is a tasteless, odorless mixture used to thicken various foods. The gelatin must be softened and dissolved to create a uniform structure. Fruits, vegetables, juices, and flavorings are added to make the gelatin firm and to create a delicious flavor.

Some fruits cannot be used because their acids do not allow gelatin to gel. These fruits include raw pineapple, figs, and papaya. Gelatin salads should be chilled for twenty-four hours. They should be kept chilled until served. Gelatin salads often are molded into decorative shapes that produce attractive, festive salads.

◆ **Essential Questions:** ◆
Principles of Cooking

1. What are the five primary cooking methods used in foodservice? What are some examples of each?
2. What is the difference between herbs and spices?
3. What is the purpose of salts?

FOOD PORTIONING

Food portioning means to divide food into equal portions or servings. This division takes place at the time of purchase, during food preparation, when serving, or when packaging food items. ***Standard portions*** are portions of the same size. Standard portions ensure that each customer receives the same size portion as all other customers. ***Portion control*** means measuring, regulating, and using other techniques to ensure standard-sized servings.

Effective portion control is required to keep food costs in line and to give all customers consistent-sized servings. Food portioning helps control food cost percentages. Menu prices are planned with a certain food cost percentage in mind. Portions are designed to be within the food operation's desired food cost percentage, which is the basis of the menu price. If food costs are too high, food operations lose profit.

Food portioning utilizes portion scales. For example, if a customer orders an eight ounce New York strip steak, the cook cuts the steak strips off of a striploin using a portion scale to make sure that strips are the correct weight within a small variation. If steaks weigh too much, they are trimmed and scraps are used for another item, such as a small breakfast steak.

◆ **Essential Questions:** ◆
Food Portioning

1. How does food portioning affect profits?
2. What practices ensure consistent portion sizes?

HOLDING AND STORAGE TECHNIQUES

Foods must be kept out of the danger zone temperatures. The danger zone temperatures are 41° F to 140° F. Avoiding this "zone" prevents foodborne organisms from growing and causing illnesses. See Figure 24.2 for the effect of temperature on bacterial growth.

If food is not served immediately, cooks must take certain precautions in order to rapidly cool the food within thirty to forty-five minutes. This is done with large tubes of ice that are inserted into the center of the container of food for rapid cooling. Once the food reaches an acceptable temperature, it should be placed in the cooler. If foods are not iced, the cooling period takes several hours rather than minutes. For much of that time, the temperatures are within the **danger zone,** which allows foodborne organisms to grow. Leftovers should be stored in a clean container, wrapped, labeled, and dated. Food stored in freezers must be covered to avoid freezer burn.

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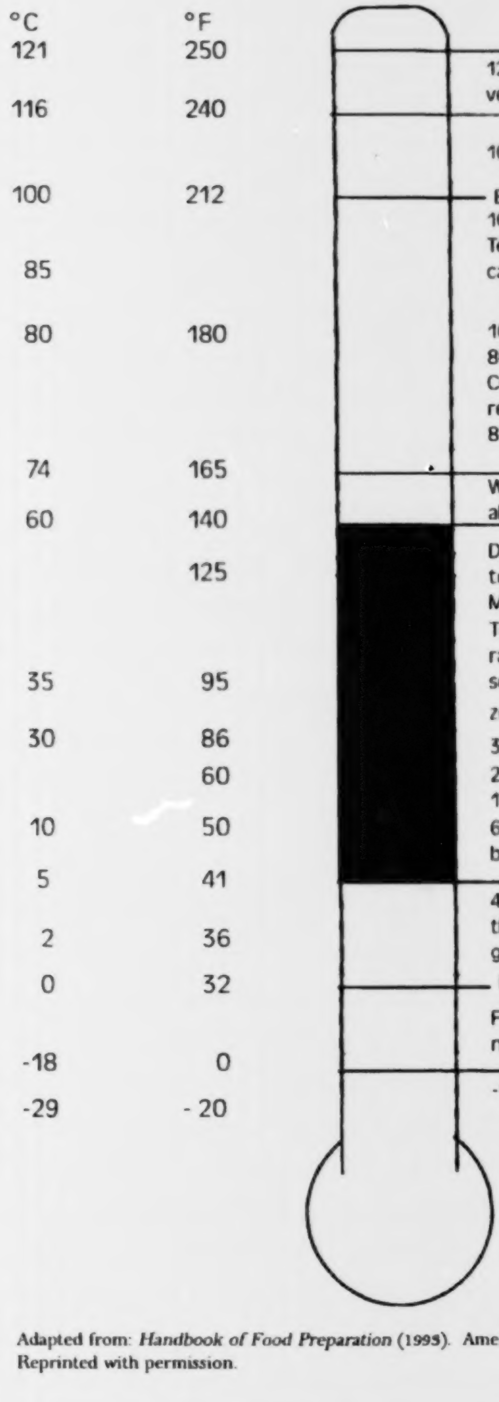
Effect of Temperatures on Bacterial Growth



121°C to 116°C — Canning temperature for low-acid vegetables, meat, fish, and poultry in pressure canner.

106°C to 102°C — jam-jelly stage

Boiling Point

100°C Temperature of boiling water at sea level. Temperature to can fruits, tomatoes, and pickles in a water-bath canner.

100°C to 86°C — Simmering
80°C — Scalding
Cooking temperatures destroy most bacteria. The time required to kill bacteria is less as temperature increases.
83° to 60°C — Pasteurizing

Warming temperatures prevent bacterial growth, but allow the survival of some bacteria.

DANGER ZONE: Some bacterial growth may occur at this temperature.
Many bacteria survive.
Temperatures in this zone allow rapid growth of bacteria and production of toxins by some bacteria. (Do not keep foods in this temperature zone for more than 2-3 hours.)
35°C — Lukewarm
26°C to 32°C — yeast dough rises
15°C to 60°C — rennin, an enzyme, is active
60°C to 4°C — These temperatures allow the growth of bacteria and mold that cause foodborne illness.

4°C — Optimum refrigerator storage. Temperature for thawing frozen foods. Cold temperatures permit slow growth of some bacteria that cause spoilage.

Freezing Point

Freezing temperatures stop growth of bacteria, but may not kill them.

-18°C to 129°C — Optimum freezer storage

⇨ ***Figure 24.2***

Adapted from: *Handbook of Food Preparation* (1993). American Association of Family and Consumer Sciences. Reprinted with permission.

Fish is stored on ice on a perforated pan in coolers or freezers. A solid pan is placed underneath so that melted water from the ice drips from the perforated pan into the pan below. Fish should not be stored in water.

Representatives of dairy companies check dates on dairy products, replace used stock, rotate the remaining stock with new replacements, and remove outdated products that have not been used. The food operation usually is reimbursed or given credit for out-of-date dairy products that are removed.

Pie cabinet pie safes are like small coolers used for storing and displaying desserts. They must be kept clean and refrigerated to prevent the growth of foodborne organisms and to provide pleasing displays of desserts.

Salad bars are used to display and store salad ingredients and dressings. They are required to have sneeze guards to prevent germs from contaminating the food and from being passed to customers. Ice in salad bars should keep salads and salad ingredients below 41°F. Salad bars must have sufficient ice to keep food out of the danger zone temperatures. Salad bar temperatures should be checked frequently with thermometers.

Salads prepared in advance should be stored in tightly-covered containers in the refrigerator. This prevents drying or odor absorption. Leftover salads that include protein foods should be discarded. These foods should be kept out of the danger zone during holding and serving. If not kept out of the danger zone, protein foods and foods containing mayonnaise are especially susceptible to growth of bacteria. For this reason, they are frequently responsible for causing foodborne illnesses.

Bain maries and steam tables hold foods that are ready to serve at temperatures of about 180°F, which is just below the boiling point. Indirect steam heat is used to keep food warm.

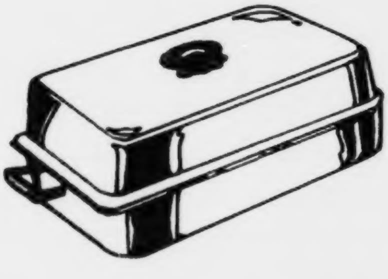
Dry foods, such as grains, should be covered and stored at room temperature. Some food operations use dehumidifiers in storage areas to keep humidity levels low. Humidity can adversely affect some foods, such as rice and grains.

Food should never be stored on the floor. It must always be stored on a rack, crate, or shelf above the floor. Fruits and vegetables are stored in the containers in which they were delivered. They should be handled as little as possible to avoid bruising.

Cleaning supplies must be labeled and kept in a separate storage area from food supplies. Cleaning supplies should not be left out in the open. Supplies should be returned to the appropriate storage area immediately following use.

◆ Essential Questions: ◆
Holding and Storage Techniques

1. Why is the range of temperatures from 41° F to 140° F called "the danger zone"?
2. Why should foodservice operations practice all food safety guidelines?
3. Why should cleaning supplies be stored separately from food?



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HAZARD ANALYSIS CRITICAL CONTROL POINT MODEL

The ***Hazard Analysis Critical Control Point (HACCP)*** refers to a quality control food safety system. The HACCP process consists of seven steps to prevent foodborne illness. Critical control points (CCPs) are identified throughout the purchasing and receiving, storage, preparation, holding, and serving periods.

The seven steps of the HACCP system include:

1. Review your menu to identify potentially hazardous foods.
2. Observe those foods throughout your preparation, holding, and serving to identify critical control points. A ***critical control point*** is any point, step, or procedure in which a food safety hazard can be prevented, eliminated, or reduced.
3. Establish control procedures and critical limits. Critical limits are the criteria that must be met for each control procedure. A critical limit is frequently stated as a temperature range, such as at or below 41°F, or a time limit.
4. Establish monitoring procedures to adjust the process and maintain control. Typical monitoring procedures, such as temperature readings or visual observations, must be recorded.
5. Establish corrective actions to be taken when monitoring indicates that there is a deviation from an established critical limit. For example, this may involve disposing of the food.
6. Establish effective record-keeping procedures of the HACCP system.
7. Establish procedures to verify that the HACCP plan or system is working, such as regular review of records.

An example of a HACCP flow chart for seafood salad is shown in Figure 24.3.

◆ *Essential Questions:* ◆
Hazard Analysis Critical Control Point Model

1. When referring to quality control of food safety, what is meant by "critical control point"?
2. Why does HACCP work as a quality control system in the foodservice industry?

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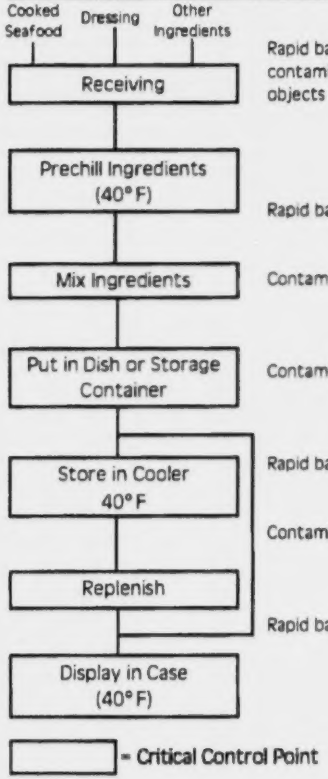
HACCP Flow Chart for Seafood Salad


Cooked Seafood
Dressing
Other Ingredients
Receiving
Prechill Ingredients (40° F)
Mix Ingredients
Put in Dish or Storage Container
Store in Cooler 40° F
Replenish
Display in Case (40° F)
= Critical Control Point

Flow Chart	Potential Hazards	CCP Critical Limits	Monitoring Procedures	Corrective Action
Receiving	Rapid bacterial growth; contamination; foreign objects	CCP Chilled items below 40° F; frozen items with no signs of thawing; no spoilage, contamination, or foreign objects	Visual inspection; Measure/record temperature	Reject thawed frozen items, chilled items above 40° F, and items with spoilage, contamination, or foreign objects
Prechill Ingredients (40° F)	Rapid bacterial growth	CCP Chill in shallow pans to below 40° F	Measure/record cooler air temperature every 4 hrs.	Adjust thermostat
Mix Ingredients	Contamination	CCP Minimize hard contact; use clean utensils	Observe employee and handling practices	Modify Standard Operating Procedures (SOPs) and production practices
Put in Dish or Storage Container	Contamination	CCP Use clean dish or container	Observe employee and handling practices	Modify Standard Operating Procedures (SOPs) and production practices
Store in Cooler 40° F	Rapid bacterial growth	CCP Product below 40° F	Measure/record cooler air temperature every 4 hrs.	Adjust temperature; stir
Replenish	Contamination	CCP Avoid hand contact	Observe employee and handling practices	Modify Standard Operating Procedures (SOPs) and production practices
Display in Case (40° F)	Rapid bacterial growth	CCP Product below 40° F	Measure/record temperature every 2 hrs.	Adjust thermostat; stir

Source: *The HACCP Food Safety Manual*, Joan Loken, Copyright 1995 by Joan Loken. Reprinted by permission of John Wiley and Sons, Inc.

⇨ *Figure 24.3*

Chapter Highlights

- Preparing food in quantity for a foodservice operation is different from cooking at home. Many principles and techniques of food preparation are the same in both settings, but quantity food production requires special knowledge and skills. One of the most important aspects of quantity food production is consistency.
- A menu is a marketing and planning tool for the foodservice operation.
- Menu planning is the process of selecting food and beverage items for a menu that are acceptable to customers and management while keeping all aspects of the food operation in mind.
- Banquet menus are designed for large quantity food production and contain food items suitable to such production.
- Menu specifications, also called purchase specifications or specs, are statements that describe the characteristics of a food product, ingredient, or condiment used by the food operation for food production. Specs help the buyer purchase exactly what the food operation needs on a consistent basis.
- A standardized recipe is used to establish consistency in quality, quantity, procedures, temperature, yield, and equipment. The standardized recipe helps with cost control for quantity food production.
- Recipes can be enlarged by calculating yields through a conversion formula and conversion factor.
- A decision whether or not to use convenience foods is based on an evaluation of the food and labor cost comparisons between convenience foods and foods made from scratch.
- Five categories of cooking are used in food preparation: dry heat, moist heat, fat, combination, and extraction.
- Effective portion control is required to keep food costs in line and to give all customers consistent-sized servings. Food portioning helps control food cost percentages. Menu prices are planned with a certain food cost percentage in mind.
- The HACCP process consists of seven steps to prevent foodborne illness. Critical control points (CCPs) are identified throughout the purchasing and receiving, storage, preparation, holding, and serving periods.

Chapter 25

Beverages

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14A Describe roles and responsibilities in food and beverage operations.

14C Perform appropriate tasks according to industry standards.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

Chapter Vocabulary

- activated charcoal
- beverage station
- brewed coffee
- buttermilk
- caffeine
- cappuccino
- chocolate drink
- chocolate milk
- demitasse
- espresso/expresso
- fill line
- homogenized milk
- punch
- skim milk
- steeped
- whole milk

Foodservice establishments serve a variety of beverages. The most frequently prepared beverages are coffee and tea. Cocoa and hot chocolate are also available in most foodservice establishments. Some popular beverages require no preparation. These include milk, fruit juices, vegetable juices, and carbonated beverages. Fountain specialties like shakes and malts also may be served. Some foodservice establishments serve alcoholic beverages, which are served *only* by persons who meet minimum age requirements and *only* to patrons who meet minimum age requirements. The ***beverage station***, where both hot and cold beverages are prepared, usually is located in or near the cold food or pantry station. Some establishments locate several beverage pick-up stations in the dining area as well. Use of several beverage pick-up stations provides service personnel with quick access to beverages.

BEVERAGE SERVICE

Beverages are served before, with, or after a meal according to the customer's wishes. In the United States, many restaurants providing seated service, serve iced water as soon as customers are seated. Some cities have water restrictions and serve water only on request. At breakfast, coffee may be served immediately as well. Coffee is frequently served at lunch and dinner as an after dinner drink. Coffee and fountain drinks may be served alone or with a snack. Preparation of quality beverages is not difficult when the following few basic guidelines are remembered:

(1) Start with quality ingredients.
(2) Follow preparation exactly.
(3) Keep beverage equipment clean and spotless.
(4) Serve beverages immediately after they are prepared.
(5) Avoid lengthy holding or reheating of hot beverages.

Ice Service Guidelines

Ice needs for a foodservice establishment vary greatly depending on the type of food and beverage services offered. Refer to Table 25.1 for ice service guidelines.

Caffeine Content of Beverages

Caffeine is a chemical compound that occurs naturally in the parts of many plants. Caffeine is classified as a mild stimulant by pharmacologists because of its stimulant effect on the central nervous system. Caffeine is found in coffee beans, tea leaves, cocoa beans, and cola nuts.

Due to health considerations or personal taste, many individuals prefer decaffeinated beverages. Most of the caffeine in coffee, tea, and other beverages can be removed through various decaffeination processes. Table 25.2 lists the caffeine content of several popular beverages.

◆ Essential Questions: ◆
Beverage Service

1. What are five guidelines for preparing quality beverages?
2. What is the purpose of the beverage station?

TYPES OF BEVERAGES

The beverage selection at a foodservice establishment is most often listed on the menu. The most common beverages served in foodservice are iced water, coffee, tea, dairy beverages, fruit and vegetable beverages, and carbonated beverages.

Iced Water

Iced water is usually the first beverage served to the customer in a seated service restaurant. The iced water often influences the customer's first impression of the restaurant. There is no excuse for serving tepid, cloudy water.

To prepare iced water, the servers should begin with chilled glasses, if possible. Ice cubes or crushed ice are added using tongs or a scoop. Glasses should never be dipped into the ice machine to fill. The glass could be chipped or broken, creating a health hazard, and necessitating disposal of the ice and cleaning of the machine to remove the broken glass. Iced water can be added from a pitcher containing ice and water at the customer's table, or the glass can be filled from an iced water dispenser and served from a tray. A pitcher containing ice water should be kept handy for refilling water glasses as needed. Some restaurants garnish ice water with a twist of lemon, lime, or a sprig of mint.

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Ice Service Guidelines

Type of Establishment or Use	Ice Needs per Day
Restaurant	1 1/2 pounds per person
Bar/cocktail lounge	3 pounds per person (or per seat)
Water glass service	4 ounces ice per 10-ounce glass
Salad bar	30 pounds per cubic foot (multiply by the times you restock the ice during the day)
Quick-service restaurant	5 ounces per 7-10 ounce drink 8 ounces per 12-16 ounce drink 12 ounces per 18-24 ounce drink
Hotel – guest ice	5 pounds per room
Hotel – catering	1 pound per person
Health care – patient ice	10 pounds per bed
Health care – cafeteria	1 pound per person
Convenience store – self-serve drinks	6 ounces per 12-ounce drink 10 ounces per 20-ounce drink 16 ounces per 32-ounce drink
Convenience store – cold plate dispense	50 percent more ice per day than listed above

Source: *Design and Equipment for Restaurant and Foodservice*, C. Katsigris and C. Thomas, Copyright © 1999 by John Wiley & Sons, Inc. Reprinted by permission of John Wiley & Sons, Inc.

Table 25.1

Coffee

Americans drink more coffee than any other beverage. Because of its popularity, the quality and quantity of coffee served often influences judgments of the foodservice establishment. Coffee may be either brewed or instant, caffeinated or decaffeinated.

A recent trend in the hospitality industry related to beverages is the increase in the number of coffeehouses or coffee shops. Students and business people gather at these popular establishments to study, socialize, relax, listen to music, and enjoy the atmosphere. A talk over a steaming cup of coffee is popular because the time can be spent for social, personal, or business purposes. Starbucks is an example of a successful coffeehouse where a large selection of coffee beverages, such as espresso, cappucino, and iced mocha, are served. Starbucks has locations in areas such as airports, university campuses, hospitals, supermarkets, and corporate dining rooms. Recently coffeehouses have added computers with Internet capability so that customers can surf the Internet and check E-mail while enjoying their favorite coffee beverage.

Brewed Coffee. ***Brewed coffee*** is made from ground roasted coffee beans and water. Each method of brewing requires a specific grind for best results. If the ground coffee is too coarse, the coffee will be weak; if it is too fine, the coffee will be murky. The quality of water also influences the taste of the coffee. The water should be slightly hard and not artificially softened. Water with an undesirable taste or which is high in chlorine or iron should be filtered through ***activated charcoal***. Activated charcoal is specially treated to remove sediment, undesirable tastes, and odors from water.

The Amount of Caffeine in Selected Beverages

	Caffeine (mg)
Coffee (5-oz. cup)	
Drip method	110-150
Percolated	64-124
Instant	40-108
Decaffeinated	2-5
Instant decaffeinated	2
Tea (5-oz. cup)	
1-minute brew (black)	21-33
3-minute brew (black)	35-46
5-minute brew (black)	39-50
Instant	12-28
Iced tea (12-oz. can)	22-36
Chocolate products	
Hot cocoa (6-oz. cup)	2-8
Milk chocolate (1 oz.)	1-15
Soft drinks (12-oz. can)	
Coca-Cola	65
Dr. Pepper	61
Mountain Dew	55
Tab	49
Pepsi-Cola	34
Diet RC	33

Source: *Introductory Foods*, M. Bennion, Copyright © 1995 by Prentice Hall. Reprinted by permission.

⇨ ***Table 25.2***

Coffee is made in electric urns or brewers. The equipment used to make coffee must be absolutely clean. Coffee contains an oil that collects inside the containers that can give the coffee a bitter taste. Daily cleaning will prevent off-flavors and odors.

To make good coffee by the brewing method, follow these directions:

- Begin with clean equipment and a new coffee filter or bag.
- Obtain fresh coffee.
- Use the appropriate grind and brewing time.

Grind	Extraction Time
Fine or Vacuum	2-4 minutes
Drip or Urn	4-6 minutes
Regular (percolator)	6-8 minutes

- Measure suggested proportions of coffee to fresh water. Check for correct temperature (195°F to 200°F).
- Brew.
- Remove grounds.
- Serve.

Coffee should be held only a short time. After the first ten minutes, the flavor and fragrance of the coffee deteriorate, until the quality becomes unacceptable. For this reason, it is wise to make coffee frequently and in small amounts.

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Instant Coffee. Instant coffee, both caffeinated and decaffeinated, is served in individual packages. It may be mixed with hot water in a cup or pot, or it may be served in the package with a cup or pot of hot water.

Other Coffee. ***Espresso*** or ***expresso*** coffee is strong and dark. It is served as an after dinner beverage in small cups. ***Demitasse*** refers to "half cup" and is strong, black coffee served after dinner in small cups. ***Cappuccino*** combines equal amounts of espresso and frothy steamed milk. It may be topped with whipped cream and cinnamon served in a tall cup. Iced coffee is double strength coffee diluted with melting ice.

Service of Coffee. Coffee is served black (with nothing added) or with cream and sugar as desired by the customer. The cup may be preheated by rinsing with hot water. Frequent refills ensure that the coffee is kept hot.

Tea

The popularity of hot tea is increasing in the United States. Iced tea is already well-liked, especially during the summer months. Tea may be prepared from loose tea, tea bags, or instant tea. It may be made either by the pot or the cup. Packaging and market forms of each include the following:

- Standard cup size bags = 200 per pound
- Service pot bags = 150-175 per pound

Making Tea. Tea is ***steeped***. This means that the tea leaves are soaked in almost boiling water for a short time to extract the tea flavor. All that is needed to prepare good tea is high grade tea, freshly boiled water, and a preheated pot.

To make hot tea:
1. Rinse the pot with boiling water.
2. Place either tea bags or bulk tea tied loosely in a bag in the pot.
3. Fill the pot with freshly boiled water (hot, not boiling).
4. Steep for three minutes.
5. Remove the tea.
6. Preheat the tea cups with boiling water.
7. Serve immediately.

To make iced tea, use one of the following three methods:
1. Prepare hot tea steeped four to six minutes at two to three times its usual strength and pour over ice.
2. Pour hot tea concentrate into cold water.
3. Mix instant tea in cold water.

This last method saves ice since the tea is already cool when it is poured over ice. Do not refrigerate iced tea prior to service. Cloudiness develops in iced tea that is refrigerated.

Service of Tea. Another alternative for serving hot tea is to serve a tea bag alongside a pot of hot water. However, this may result in a tepid cup of tea with no flavor. An extra pot of hot water can be served so the customer can dilute the tea, if desired.

Hot tea may be served with lemon and sugar, milk and sugar, or sugar and honey as the customer desires. Iced tea is usually served with lemon and sugar.

Dairy Beverages

Protein-based beverages include milk, hot cocoa, and shakes and malts. They are made with milk, ice cream, and similar products.

Milk. Several kinds of milk are served as beverages. ***Whole milk*** contains all the natural butterfat found in milk. ***Skim milk*** contains less than one percent butterfat. To replace the vitamins removed with the butterfat, it is fortified with vitamin A and vitamin D. Either whole or skim milk may be homogenized. ***Homogenized milk*** has been treated mechanically so that the butterfat is scattered evenly throughout the milk and will not rise to the top. ***Chocolate milk*** and ***chocolate drink*** differ only in the amount of butterfat. Chocolate milk has as much butterfat as whole milk. Chocolate drink has much less. ***Buttermilk*** is a fermented milk with a sharp, slightly acid taste. It usually has flecks of butter throughout.

Service of Milk. Milk should be refrigerated until served and served very cold. Depending on the type of foodservice, milk is sometimes served in half pint cartons along with a clean glass.

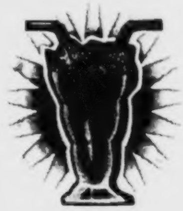
Hot Chocolate and Cocoa. Hot chocolate and cocoa are especially popular in the winter months. They may either be cooked or prepared from a packaged mix.

To prepare hot cocoa, combine cocoa with sugar and enough water to form a thin paste. Cook until thick and glossy. Add the cooked mixture to hot milk, stirring briskly with a wire whisk or spoon. If the cocoa will not be served at once, make it in a double boiler so it may be kept hot without scorching.

To use individually-packaged mixes of chocolate or cocoa, pour the mix into a cup or individual pot. Add hot water and mix well.

Service of Hot Chocolate and Cocoa. Hot chocolate and cocoa should be served very hot, preferably in preheated cups. A spoonful of whipped cream, a marshmallow, shaved chocolate, or a cinnamon stick may be used as a garnish.

Milk Shakes. Milk shakes and malts are favorite fast-food items. Most milk shakes in fast-food establishments are prepared in an automatic dispenser. Syrup is added automatically or by hand depending on the type of dispenser. Malt may be added to make a malted milk shake. The key to quality control when using an automatic dispenser is to follow the manufacturer's directions exactly. Be especially careful to follow the daily start-up routine outlined in the operator's manual. When the machine is ready for operation, draw a sample shake. Check it for consistency, flavor, and color. Make any necessary adjustments. Always be sure to use the correct cup size. Fill the cup only to the fill line. The ***fill line*** is a line near the top of the cup which ensures that all shakes are the same size.

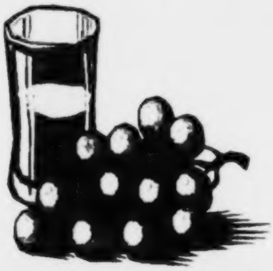


For milk shakes made to order, a blender is used. It is more difficult to achieve consistent quality when shakes are made in a blender. Ingredients can be measured more accurately in an automatic dispenser than in a blender.

Service of Milk Shakes. Milk shakes are usually served with a straw and a long spoon. In fast-food establishments, shakes "to go" are covered with a plastic cap.

Fruit and Vegetable Beverages

Fruit and vegetable juices are served as breakfast beverages and as appetizer cocktails. Tomato, orange, grape, and grapefruit juice are popular breakfast beverages. Nonalcoholic appetizer cocktails may be either fruit juice or vegetable juice or a combination of juices. Combinations of fruit juices are usually called ***punch***. Sometimes carbonated beverages, such as soda or ginger ale, are added to punch. Tomato juice cocktails are made by adding a dash of Worcestershire or hot pepper sauce to tomato juice. Fruit punches are often made from a mixture of fruit juices and strong tea, ginger ale, gelatin, or sherbet.



Fruit and vegetable juices should be served ice cold in small, well-chilled glasses. A garnish may be used for added interest. Celery sticks are often used to garnish tomato juice. Mint leaves, lemon or lime slices or wedges, and strawberries are frequently used to make fruit juices more appealing.

Carbonated Beverages

Carbonated beverages, or soft drinks, are extremely popular in the United States. These beverages are usually drawn from an automatic dispenser that contains flavored syrup and carbonated water. Soft drinks are usually sold in three sizes: small (12 oz.), medium (16 oz.), and large (24 oz.). When preparing soft drinks, fill the cup or glass half full with ice. Tilt the cup when dispensing to reduce foaming. Cover "to go" beverages with a plastic lid. Serve with a drinking straw.

◆ Essential Questions: ◆
Types of Beverages

1. Why is iced water service in a seated-service restaurant important?
2. Why should a glass never be dipped into an ice machine?
3. What is important to remember when making coffee?
4. What two guidelines are important to remember when serving coffee?
5. Why is tea steeped?
6. What are the steps for making hot tea?
7. What is the difference in whole milk and skim milk?
8. What is the difference between nonalcoholic appetizer cocktails and punch?

Chapter Highlights

☆ Foodservice establishments serve a variety of beverages, including coffee, tea, cocoa, hot chocolate, milk, fruit juices, vegetable juices, carbonated beverages, shakes, malts, and alcoholic beverages. Some foodservice establishments serve alcoholic beverages, which are served *only* by persons who meet minimum age requirements and *only* to patrons who meet minimum age requirements.

☆ Beverages have many menu uses. For example, water is often used as a before meal introduction; coffee is frequently served as an after dinner drink.

☆ Preparation of quality beverages is not difficult when the following few basic guidelines are remembered:
(1) Start with quality ingredients.
(2) Follow preparation exactly.
(3) Keep beverage equipment clean and spotless.
(4) Serve beverages immediately after they are prepared.
(5) Avoid lengthy holding or reheating of hot beverages.

☆ Coffee, the most popular drink in the United States, may be either brewed or instant. Brewed coffee is made from ground roasted coffee beans and water. Instant coffee, both caffeinated and decaffeinated, is served in individual packages. Coffee is served black (with nothing added) or with cream and sugar as desired by the customer.

☆ Tea may be served hot or cold and is prepared from loose tea, tea bags, or instant tea. Tea may be made by the pot or the cup and is steeped to extract the flavor.

☆ Whole milk, skim milk, homogenized milk, chocolate milk, chocolate drink, and buttermilk can be served as beverages. Milk should be served very cold.

☆ Hot chocolate and cocoa are especially popular in the winter months. They may either be cooked or prepared from a packaged mix.

☆ Most milk shakes and malts prepared in fast-food establishments are prepared in an automatic dispenser. For milk shakes made to order, a blender is used. Milk shakes are usually served with a straw and a spoon.

☆ Fruit and vegetable juices are served as breakfast beverages and as appetizer cocktails. Combinations of fruit juices are usually called punch. Fruit and vegetable juices should be served ice cold in small, well-chilled glasses. Garnishes may be added for interest.

☆ Carbonated beverages, or soft drinks, are usually drawn from an automatic dispenser that contains flavored syrup and carbonated water.

Chapter 26

Presentation

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14E Apply nutrition principles in food and beverage planning, preparation, and presentation.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

Chapter Vocabulary

arrangement
balance
composition
food presentation
garnish
hippen masse
plate dusting
plating
proportion

Food presentation techniques are important to customer satisfaction. Techniques for food presentation include procedures for plating food, garnishing food and beverages, and packaging fast food and take-out food. Food presented properly improves customer satisfaction and contributes to business success.

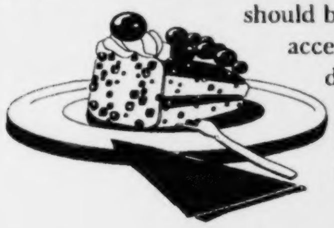
ATTRACTIVE FOOD PRESENTATION

When people see attractively prepared meals, their digestive juices are stimulated making them eager to eat. Much of a food operation's success depends on ***food presentation***, the act of making food attractive and exciting to customers. Barbara Tropp, author of the *China Moon Cookbook*, states "food garnishes are designed to tickle the eye." The job of the cook or chef is to make food look interesting and exciting to customers. Food placed sloppily on plates or food with bland colors

does not appeal to customers. The success of a food operation depends on making customers happy. Effective food presentation involves the following:

- making the food look appetizing on the plate or serving dish
- using proper cooking and preparation techniques so that food looks like it should, not mushy or discolored
- being neat and professional when plating foods
- understanding plating techniques and attractive ways to decorate the plate either before or after plating

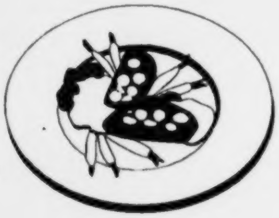
Attractive food presentation depends largely on plating techniques, which include balance, garnish, proportion, and arrangement. ***Balance*** means providing variety and contrast to create a result that is neat and attractive. ***Garnish*** means to adorn or decorate food with some kind of ornamentation. ***Proportion*** is the harmonious, balanced relationship between the food items on a plate, their portion sizes, the plate size, and the total visual effect created. ***Arrangement*** means placing food on the plate so that colors, shapes, and textures contrast. All food items should be conveniently accessible to the diner, and the plate should have a simple, neat appearance.



Having more than one color on a plate makes it more interesting, which is why color contrast is important. For example, which is more interesting, a plate of chicken fried steak with cream gravy, mashed potatoes, and cauliflower or a plate of chicken fried steak with cream gravy, broccoli, and carrot slices? The first plate would be all one color and would look bland. The second plate would have three contrasting colors, which would be more colorful than the first plate.

Meat or main entrée items often do not have vibrant colors; they are usually shades of brown. Therefore, vegetables, fruits, and herbs are used to create contrasts and to add interest. Meals with various colors of vegetables, fruits, and salads often do not need garnishes to be appealing to the eyes. However, some food items need added garnishes to enhance the appearance of the plated food. For example, a popular meal of steak, baked potato, and toast needs a garnish. The three food items are all brown. A freshly cut sprig of an herb placed on the plate or on the meat entrée can make the meal more appealing to the senses of sight, taste, and smell.

Selection of china also is important to food presentation, especially the rim of the china plate. China rim patterns are more elaborate today than in the past. The rim patterns may consist of simple patterns, intricate patterns, solid color bands, and/or gold or silver bands.



Food operations must be careful about the type of china they select for plating foods. Usually the chef is responsible for choosing a variety of shapes, sizes, patterns, and colors. The chef chooses the shape and size of plate to best emphasize and support the composition of a specific item. ***Composition*** refers to a completed plate's structure of colors, shapes, arrangements, and textures. An elaborate rim can overstate the food, taking eye appeal away from the food and directing it to the plate. For this reason, many food operations select simple patterns or neutral colors for their china. Chefs want the attention drawn to the food in the middle of the plate, not to the plate's rim.

When choosing items for menus, chefs and food operation managers select entrées for appearance and color. A restaurant does not want every item on the menu to have white sauce or every item to have brown sauce. A selection should be available. Entrées usually are served with the chef's selection of vegetables rather than the customer's choice. Chefs select vegetables that complement the entrée in taste, quality, texture, temperature, and appearance so the plated meal looks appetizing.

Starchy foods, such as potatoes, pasta, or rice are the least versatile food presentation items because they lack color. When chefs use starchy foods, they must create ways to add more color to the plated food. Garnishes may be placed near the starch item, or the chef may select a more colorful vegetable. Chefs often place a sprig of fresh herb or parsley on top of the entrée to add color to the meal. Naturally colorful starchy foods, such as blue potatoes, vegetable-flavored pastas, and wild rice, can enliven presentation as well.

◆ Essential Questions: ◆
Attractive Food Presentation

1. Why is attractive food presentation important?
2. What principles are important to remember when preparing an effective food presentation? Why are they important?
3. How can the shape of the plate affect the emphasis of the food served?

PLATING FOOD

Plating, or placing the food on the plate, is very important to the total presentation of the food. Two key principles are important to remember when plating food:

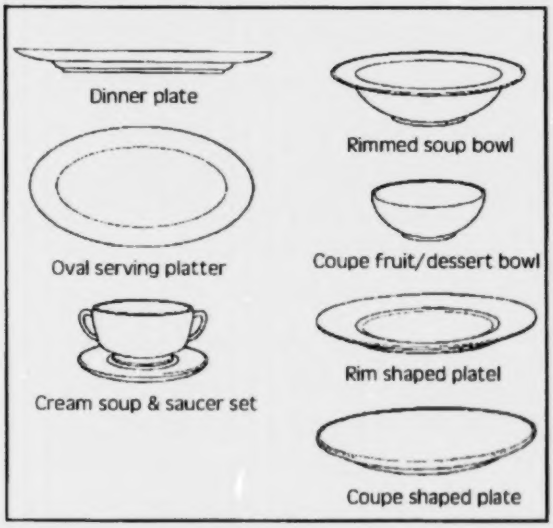
1) Remove moisture and grease.
2) Create a picture with the food.

The first principle, removing moisture or grease, must be followed. Moisture or grease should be drained off food items before they are placed on the plate. Moisture and grease on the plate ruins the food presentation. Liquids run all over the plate making food soggy and diluting sauces. Grease creates an unattractive appearance and causes food to have an unpleasant taste. Plates must be dried thoroughly before placing food on them, especially if they have just been removed from the dishwasher. Grease and other liquids must be thoroughly drained from food. Perforated spoons are used to drain liquids from foods, and skimmers are used to remove grease and scum from the surfaces of sauces and gravies.

A perforated spoon is used to place vegetables on plates. The perforated spoon allows liquids to drain off before the food is put on the plate. Perforated spoons help eliminate the possibility of having too much liquid on the plate. Since most food operations use pressure steaming for cooking vegetables, nutrient loss is minimal. Therefore, few nutrients are lost by draining moisture from the food before serving.

Cooks and chefs strive to create an appetizing picture when plating food. Food items should be placed where their colors will enhance other items on the plate and make the meal appealing to a customer's eyes. Meat or main entrées are usually placed at the front of the plate as it faces the customer, with other food items surrounding the main entrée on two sides. A garnish may be added to provide contrast. There should be no spots or drips on plate rims. Leaving spots or drips on plates is sloppy and unprofessional. The last person in the plating assembly line, often the server, is the quality assurance person. This person makes sure each plate looks

Common Restaurant China



right, is plated well, and has a clean rim. If the plate does not pass the quality assurance inspection, the plated meal should be sent back to the cook to be plated again.

An important aspect of plating techniques is separating the food items so the customer can see part of the plate between food items. For appearance sake, food items should not touch each other, the rim of the plate, or have juices running and blending together. The plate should be dry and neat in appearance. Food items on the plate should divide the plate into three sections with each food item separated from the others.

To retain food quality and achieve an appetizing meal, hot foods are served on hot plates and cold foods are served on cold plates. When foods are served on hot plates, servers should warn customers that the plate is hot so customers will not touch the plate and burn their fingers. See Figure 26.1 for a list of suggestions for arranging foods on a plate.

TIPS For Arranging Food on a Plate

1. Make the highest point the back of the plate and arrange the rest of the food to lay gradually shorter toward the front of the plate. Use the techniques of slicing and fanning the food item so the eye flows over the plate.
2. Choose a focal point for the plate, where the eye can focus. Careful placement is necessary so as not to create a hole or low spot in the center of the plate.
3. Do not place food on the rim of the plate or overcrowd the plate. The food items should be balanced so there are no large gaps of empty space.

➩ *Figure 26.1*

◆ Essential Questions: ◆ Plating Food

1. What is the proper way to plate food?
2. What must be avoided in plating food?
3. How does the shape or color of the plate affect the presentation?

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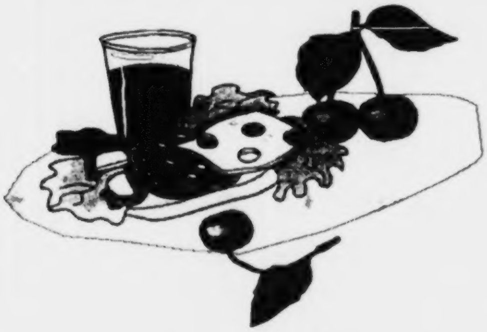
GARNISHING FOOD AND BEVERAGES

Food garnishes complement food entrées by making the foods appear more appetizing. Fresh herbs and fruits are popular garnishes. A garnish should be edible and colorful. The type of garnish and its flavor should go well with the food or beverage item and its flavor. A peach slice may be a good choice for garnishing a chicken or turkey entrée, but not necessarily appropriate for a vegetable dish.



Garnishes that contrast in color but do not clash are good selections. Natural colors, such as orange, red, yellow, and green, are the most appealing. Examples of popular garnishes include parsley, watercress, dill, mint sprigs, cut chives, chicory leaves, tomatoes, cucumber slices, mushrooms, radishes, green pepper rings, onion rings, olives, pickle slices, pimentos, citrus fruit slices, spiced apple rings, frosted grapes, pineapple rings, kiwi fruit slices, strawberries, peach slices, cranberries, boiled egg slices, and almonds. Figure 26.2 defines popular French terms that describe common garnishes.

Garnishes make the plated food more appealing through color or design. A sprig of dill or tarragon leaves placed on top of an entrée adds color and highlights the entrée. Garnishes also are used to decorate some beverages. Celery sticks can be placed in tomato juice, or lemon or lime wedges can be placed on the rims of glasses of lemonade or iced tea. Garnishes that are designed, such as vegetables shaped like roses, are used to make meals more glamorous.

French Terms for Garnishes

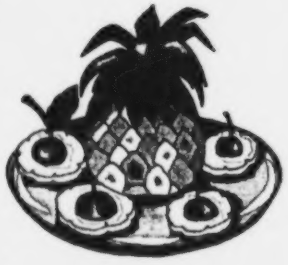
Garnishes	*In French Terms*
Bouquet of vegetables	Bouquetiére
Peas	Clamart
Carrots	Crécy
Cucumbers cooked in butter	Doria
Cauliflower	Dubarry
Carrots, turnips, onions, and celery cut into uniform slices	Fermiére
Spinach	Florentine
Mushrooms	Forestiére
Garden vegetables	Jardiniére
Braised lettuce	Judic
Onions	Lyonnaise
Tomatoes concassée cooked with garlic	Niçoise
Potatoes	Parmenier
First spring vegetables (carrots, turnips, peas, pearl onions, green beans, cauliflower, asparagus, artichokes)	Primeurs
Asparagus	Princesse
Spring vegetables	Printaniére
Tomatoes, garlic, and parsley; sometimes mushrooms and olives	Provençale
Carrots	Vichy

⇨ **Figure 26.2**

Chefs believe that some garnishes only clutter the plates. Chefs want the appearance of the food to speak for itself and they consider color, freshness, and variety when garnishing entrées and creating meals. One garnishing technique popular with desserts is

plate dusting, which is a method of covering the whole plate with the dust of powdered sugar, cocoa powder, or both.

In the past, heavy sauces were used regularly as garnishes. These sauces add flavor and moisture and can be used to "paint" the plate. Different colored sauces can be used to create designs and patterns that are appealing. Painting with sauces like caramel, chocolate, or vanilla is most often used with cold sauces on desserts. Today, chefs often use light sauces and foods like baby vegetables, which are very colorful, instead of garnishes. Garnishing with fresh herbs is a popular way to add color and texture. Another trend in plate decorating is garnishing the plate rim with spices or herbs. Usually the plate rim is coated with a light brush of oil or butter and then a spice that complements the main food is sprinkled around the rim. The Arizona Biltmore in Phoenix, Arizona is famous for a popular plate garnishing technique called ***hippen masse*** where the chef pipes batter into detailed designs and bakes the designs into a crisp rigid form. Hippen masse garnishes usually add height to the plate presentation.



Fresh fruits are popular garnishes today because they are light, colorful, and tasty. Fruit garnishes may be placed as they are on plates or changed to become more decorative. For example, grapes may be dipped in sugar or lemons may be carved into shapes of baskets.

Forming foods into unusual or unexpected shapes makes the food its own garnish. Foods may be formed into packets and tied with strips of chives or leek leaves. Starchy foods, such as rice, may be packed into a cylinder then molded to form a column-shape.

Desserts may be showcased under a cage of spun sugar. Chocolate and white chocolate may be molded into the shape of a paper bag to serve as a container for fresh fruit or mousse. Fettuccine is often twirled on a plate to resemble a nest with the meat entrée perched on top. The same principle applies to beverages. A brightly colored fruit juice can be layered in a glass to float on top of a slushy sweeter base.

Crawfish and vegetables also are used as garnishes. Crawfish may be placed on veal or Cajun dishes. Fruits and vegetables also can be made more decorative. Tomatoes are often carved to look like roses, or cucumbers shaped to resemble baskets with finely minced carrots and bell peppers placed in them.

The following garnishing principles help cooks make meals more attractive.

- The selected garnish should always be fresh and of high quality.
- When more than one garnish is used, spread them out and do not clump them together.
- Odd numbers of garnishes are more aesthetically pleasing than even numbers.
- The garnish should be placed on the plate in a place where it will keep its correct temperature so that freshness and quality remain constant throughout the meal.

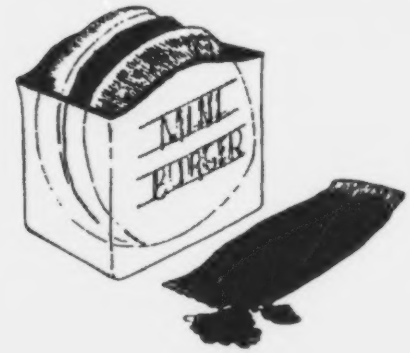
◆ Essential Questions: ◆
Garnishing Food and Beverages

1. Why are garnishes used on plated foods and beverages?
2. What principles are important to remember when garnishing plated food or beverages?
3. What are four techniques used in garnishing plates?
4. How can color and texture and arrangement create a well-balanced plate composition?

PACKAGING TECHNIQUES

The emphasis on fast food and take-out packaging is placed mostly on heat retention, but presentation is important as well. Styrofoam containers and foil wraps are good for heat retention of fast foods and take-out foods.

Menu items available for take-out may be selected for dryness. Dry foods do not create the problems of leaking out of containers. If sauces or dressings are needed with take-out items, they are best placed in separate, tightly sealed containers.



Packages for fast foods and take-out foods should be sturdy enough to allow normal handling. Packages provide the food operation with an opportunity to advertise items, prices, and ordering instructions. Directions for reheating take-out items also may be placed on packages.

◆ Essential Questions: ◆
Packaging Techniques

1. What are the principles of selecting foods for take-out menus?
2. What should be considered when choosing containers for packaging takeout foods?

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Chapter Highlights

- When people see attractively prepared meals, their digestive juices are stimulated making them eager to eat.
- Food placed sloppily on plates or food with bland colors does not appeal to customers.
- Attractive food presentation depends largely on plating techniques, which include balance, garnish, proportion, and arrangement.
- Meat or main entrée items often do not have vibrant colors; they are usually shades of brown. Therefore, vegetables, fruits, and herbs are used to create contrast and to add interest.
- When choosing items for menus, chefs and food operation managers select entrées for appearance and color. A restaurant does not want every item on the menu to have white sauce or every item to have brown sauce.
- Two key principles are important to remember when plating food: 1) remove moisture and grease; and 2) create a picture with the food.
- Cooks and chefs strive to create an appetizing picture when plating food. Food items should be placed where their colors will enhance other items on the plate and make the meal appealing to a customer's eyes.
- An important aspect of plating techniques is separating the food items so the customer can see part of the plate between food items. For appearance sake, food items should not touch each other, the rim of the plate, or have juices running and blending together.
- Food garnishes complement food entrées by making the foods appear more appetizing. Fresh herbs and fruits are popular garnishes. A garnish should be edible and colorful. The type of garnish and its flavor should go well with the food or beverage item and its flavor.
- Garnishing principles that help cooks make meals attractive include: selecting fresh, high quality garnishes; spreading garnishes throughout the plate; using odd numbers of garnishes; and keeping the garnish at its preferred temperature.
- The emphasis of fast food and take-out packaging is placed mostly on heat retention, but presentation is important as well.
- Packages for fast foods and take-out foods should be sturdy enough to allow normal handling. Packages provide the food operation with an opportunity to advertise items, prices, and ordering instructions.

Chapter 27

Serving Methods

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

14G Select equipment and utensils appropriate for prescribed tasks.

14I Practice safety and sanitation procedures in food and beverage operations.

Chapter Vocabulary

art of service
course
expediter or expo
house specials
marketing the menu
party
reference point
sidework
silencer
station
table tents
tines
upselling the menu

From the first moment customers enter a foodservice operation until they leave after dining, important impressions are made. Customers evaluate a food operation during their entire dining experience. Guests notice how they are greeted, seated, presented menus, informed of menu offerings, assisted in ordering, and served. Guests are aware of the attitude exhibited by the maître d', servers, and other employees they encounter. The amount of time waiting for service also makes a lasting impression. If customers wait too long to be noticed, seated, and served, a negative impression may cause them not to return.

Between the time when a customer is greeted by a maître d' and the time when they are served, there is a critical window of time. The attitude and attentiveness given by the servers in this window often make a lasting impression of the total foodservice operation. Customers also evaluate follow-up service offered during the meal. However, this period is less impressionable because customers are occupied with eating the meal. But if customers are not provided enough follow-up service during this time, they certainly notice. Customers do not like to be left needing a beverage refill and having to look around the dining room for the server to get his or her attention.

GREETING CUSTOMERS AND PRESENTING MENUS

A maître d'hôtel, maître d', host, or hostess greets customers as they enter the foodservice operation. In this text, the term maître d' is used to represent the maître d'hôtel, maître d', host, and hostess. To greet customers, the maître d' smiles and welcomes customers by saying, "Good evening," or another appropriate greeting. The maître d' often assists customers with coats and packages. In foodservice operations that require reservations, the maître d' asks the customers if they have made a reservation. After the customers give the name of the reservation, the maître d' checks the name off the reservation book and escorts the customers to the reserved table.

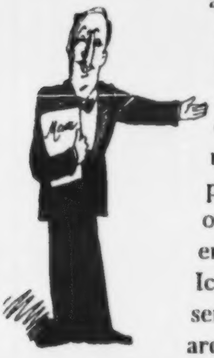
If customers do not have reservations or if reservations are not required, the maître d' inquires how many people are in the party. The ***party*** is the group of people that are dining together. An appropriate table is selected and the party is escorted to the table. As they reach the table, the customers are asked if the table is acceptable. After customers accept the table, the maître d' should pull out chairs to help seat customers. At wall tables, the table is pulled out slightly to assist seating customers along sofa seats. After customers are seated, the table is pushed back into place.

It is important to balance the number of customers among the server's stations so that one server's station is not overburdened while other stations are lightly filled. A server's ***station*** is the area and tables assigned to a server. If there are both tables and booths available, the maître d' may ask which is preferred.

Before menus are presented to customers or they are asked for beverage orders, the maître d' should allow customers to be seated and make themselves comfortable. Some foodservice operations have servers fill beverage orders before presenting menus. Other foodservice operations have the maître d' present menus immediately after taking beverage orders. Customers can look at their menus and decide on their order while beverages are being prepared.

The maître d' places a menu on the table in front of each customer or hands one to each customer. In some foodservice operations, menus are placed on the tables before customers are seated.

Foodservice practices often reflect the atmosphere, location, and type of operation. At some foodservice operations, customers are in a hurry and should receive the menu immediately, not after drinks have been ordered and served. At some "mom and pop" diners or coffee shops, customers feel more comfortable with a more relaxed greeting. In formal foodservice operations, menu presentation may involve presenting the menu opened into the customer's hands. When a menu is presented open, it is considered an extra courtesy to a customer because the customer does not have to make extra effort to pick up and open the menu. Instead, the customer is offered the opportunity to read the menu right away. Some formal foodservice operations prefer to present the menu closed.



When presenting menus, servers or the maître d' should have good posture and not appear slouched or sloppy. After beverage orders are taken and menus presented, the server removes or adds place settings as needed. In fine restaurants, place settings are removed or added before the customers are escorted to the table. Iced water is usually presented or poured as menus are presented or beverage orders taken. Some foodservice operations bring iced water when presenting the menus. This is a common occurrence during lunches.

Customers often ask servers to help them decide which menu items to order. Customers may need additional information or descriptions about food items to help them decide. When a server explains to a customer about a special of the day, this is a verbal message called ***upselling the menu***. Often servers can suggest other items to compliment the entrée selection. Servers must know the menu and understand how each item is prepared in order to give customers accurate information and pronunciation of menu items. Knowing the menu also includes knowing which food items come with entrées each day and which foods are in season. Menu information is important to customers because many customers have personal and health preferences that must be accommodated when selecting food items. ***House specials*** are specialty items that foodservice operations prepare. Managers encourage servers to suggest these items to customers.

Each foodservice facility trains its employees in the ***art of service***, which simply means assisting and serving customers so that they enjoy themselves. There are many tools used to accomplish the art of service in the hospitality industry. Confidently handling customers needs, special requests, and sometimes complaints are skills that contribute to excellent service and a great first impression of the foodservice operation.

◆ *Essential Questions:* ◆

Greeting Customers and Presenting Menus

1. What are techniques that servers can use to sell the menu?
2. What is the art of service?

HANDLING FOOD AND BEVERAGE ORDERS

Writing Orders

When guests have had enough time to make their selections, service personnel should stand near the table with both feet on the floor and a straight posture. The order pad is held firmly in hand. If guests have difficulty in deciding, service personnel should point out the daily specials and answer any questions that guests have. Suggestions are made according to the policies of the establishment. Service personnel should be helpful without rushing or displaying impatience. However, there are situations when guests are in a hurry and require quick service. It is important for service personnel to recognize these times and assist customers as

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needed. Generally, each foodservice operation has a preference for the sequence in which the order is taken at the table.

Prior to writing the order, service personnel complete the general information required on the guest check:

- date
- table number
- name of server
- number of guests in the party

A code or system should be used that identifies the location of each person with the food items ordered. Some examples of systems for identifying food orders with individual guests at a table include:

1. The server stands at the lower left corner, called "pivot point," of the table and records orders starting with the person on the left and proceeds counterclockwise.
2. The server establishes a person as a ***reference point*** (such as the woman wearing the red dress) and proceeds counterclockwise.
3. The server mentally numbers the chairs, starting with a certain chair and noting the location of the first chair.
4. The server uses compass points (north, south, east, west) as references.

Service personnel then proceed left to right around the table taking orders from each guest. If the establishment's policy permits, large groups are asked if they want separate checks.

Orders should be written or printed clearly according to the policies of the foodservice operation. Items ordered may be checked on a printed order pad which lists all food items on the menu or written on a blank order pad. It is crucial that all written orders are easily readable by kitchen personnel and cashiers. As each guest orders, service personnel should repeat what was ordered before recording it in order to clarify exactly what the customer wants. The following list includes examples of questions to ask guests in order to make certain the food order is recorded correctly:

- How should the eggs be cooked?
- Do you desire your meat to be rare, medium, or well-done?
- What type of salad dressing do you prefer?
- Would you like your salad dressing or sauce on the side?
- Would you like a bowl or a cup of soup?
- Which choice of vegetables do you prefer?
- What accompaniments for your potato would you like?

Guest's choices are recorded on the check using abbreviations and codes which are clear to everyone who will be interpreting the check, such as the head waitperson, other servers, kitchen personnel, and the cashier. Standard menu items have fairly standard abbreviations. Each foodservice facility develops their own system for taking orders. Service, kitchen, and cashier personnel must learn and adhere to the system that is adopted by the foodservice operation where they are employed. Table 27.1 lists abbreviations of food items that are commonly served in foodservice facilities. These abbreviations are representative of a system used for writing orders. An example of a completed guest check is illustrated in Figure 27.1.

Common Abbreviations Used in Foodservice

Appetizer	Abbreviation
clam chowder	chow
fruit cocktail	FrC
orange juice	OJ
shrimp cocktail	ShC
soup of the day	S
tomato juice	TJ
Main Dish	**Abbreviation**
barbecue beef	BBQ
beef burgundy	Bf Burg
Chateaubriand	Chat
cheeseburger	C Burg
chicken pot pie	Chix Pie
corned beef	Crn Bf
filet mignon	Mig
frankfurter	Frank
fried chicken	FChix
ham steak	Ham S
hamburger	Burg
hamburger steak	Burg S
lamb chops	LC
london broil	LB
pork chops	PC
pot roast	PR
roast beef	RB
sirloin steak	SS

⇨ *Table 27.1*

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Common Abbreviations Used in Foodservice, Cont'd.

Sandwich	Abbreviation
American cheese, mustard	AC, mus
bacon, lettuce, and tomato	BLT
grilled cheese	GC
ham and Swiss with mayonnaise	H&S (r, w), mayo
ham on rye; ham on white	Hs, r; Hs, w
steak sandwich	Ss
Swiss cheese	Swiss
tuna sandwich	Ts
turkey, lettuce, and tomato	Turk (r, w), LT
Salad	**Abbreviation**
chef's salad	CS or Chef Sal
lettuce and tomato	LT
tossed green salad	Sal
Dressing	**Abbreviation**
French	f
Green Goddess	gg
Oil and vinegar	ol
Russian	r
Thousand Island	t

⇨ ***Table 27.1, cont'd.***

Common Abbreviations Used in Foodservice, Cont'd.

Vegetable	Abbreviation
baked beans	bb
baked potato	bp
baked potato with sour cream	bp, s
carrots	c
coleslaw	col
french fried potatoes	ff
mashed potatoes	mash
onion rings	or
peas	P
potato salad	potsl
string beans	sb
Beverage	**Abbreviation**
buttermilk	ButM
coca cola	Coke
coffee	Cof
grape drink	Gd
iced coffee	I Cof
iced tea	IT
milk	M
orange drink	Od
skimmed milk	Skim
tea	T

⇨ *Table 27.1, cont'd.*

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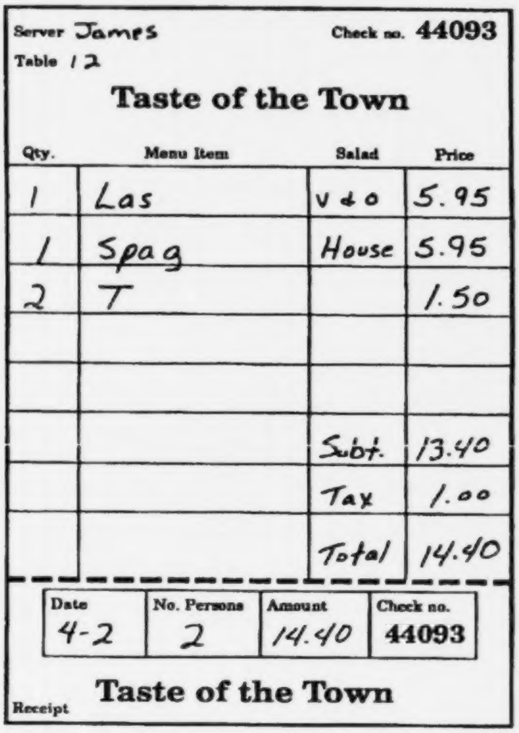
Common Abbreviations Used in Foodservice, Cont'd.

Dessert	Abbreviation
ice cream, strawberry	Str
ice cream, vanilla	Van
ice cream soda, chocolate (syrup first, then ice cream)	ChocOVan (O for soda) or BW (black and white)
ice cream soda with chocolate cream and chocolate syrup	ChocOChoc or AB (all black)
pastry, Danish	Dan
pie, apple	A Pie
pie, apple, a la mode, vanilla ice cream	A Pie, van
pie, blueberry	B Pie
pudding, chocolate	C Pud
pudding, vanilla	V Pud
sundae, chocolate (ice cream first, then syrup)	VanSChoc
sundae, strawberry	VanSStr
sundae, strawberry with strawberry ice cream and syrup	StrSStr

⇨Table 27.1, cont'd.



Server James Check no. **44093**

Table 12

Taste of the Town

Qty.	Menu Item	Salad	Price
1	Las	V & O	5.95
1	Spag	House	5.95
2	T		1.50
		Subt.	13.40
		Tax	1.00
		Total	14.40

Date	No. Persons	Amount	Check no.
4-2	2	14.40	44093

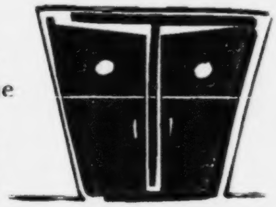
Receipt **Taste of the Town**

Figure 27.1

Pre-check machines help servers avoid pricing and calculation mistakes. With the manual system of taking orders as illustrated in Figure 27.1, the server writes prices of ordered menu items on the tickets. If the server does not write the correct prices on the ticket, revenue is lost and high food costs result. Pricing errors also result in lower tips for the server who is normally tipped a percentage of the check total. Pre-check machines are programmed with the prices in memory so when orders are entered into the machine, the correct prices are listed on the ticket. Pre-check machines reduce the possibility of human error in pricing. Most pre-check machines print a copy of the order, which is then stapled to the handwritten check. Other pre-check machines print the order directly on the check.

Placing Orders

Before placing the order in the kitchen, service personnel should summarize the order (for example, 3 sirloin steaks, 2 medium, 1 rare). Items that are prepared by the kitchen staff should be identified. Usually servers are responsible for securing fruit juice, bread, soups, butter, condiments, and beverages. Servers may be responsible for portioning ready-to-serve foods.



Each foodservice operation has its own method for placing the order in the kitchen. Four commonly used methods are outlined below:

1. The server calls in the order in a clear voice or over an intercom. Shortcuts are used as in writing the check. For example, an order for a tuna sandwich on white bread may be stated as "tuna white." Everyone must use the same abbreviations. Some foodservice operations require that order placement begin with the words "ordering" and "table number____." The person receiving the order may be required to repeat the order to ensure that the order was heard correctly.

2. Written orders are placed on a spindle and new orders are added to the right. Orders are filled from the left. This keeps orders in the same sequence as they were placed. The person submitting the order may be required to read it aloud as well. When the order is ready, the cook puts the check with the order to aid in checking that the order is complete.

3. A designated kitchen employee (the chef, expediter, or announcer) reads the order aloud.

4. Servers punch the order in on a computerized ordering device which automatically relays the parts of the order to screens in the proper areas of the kitchen.

Whatever method is used, clear communication is very important. Orders should be placed promptly, and procedures used in the foodservice operation should be observed. This helps avoid mixed up orders during rush hours.

When guests who are together request separate checks, the kitchen should be notified that those orders should be prepared at the same time. Each foodservice operation has its own way of showing that several checks go together. They may be given a special mark or clipped together.

It is important that orders be placed carefully in the kitchen. This becomes a problem especially during rush hours. Order pads should be double checked to ensure that all orders have been turned in. If the order does not appear within a reasonable length of time, service personnel should alert the kitchen staff to make sure that the order has not been misplaced or forgotten. Customers should be reassured that they have not been forgotten. Service personnel may offer to bring them something else, such as a salad or an appetizer.

Timing Orders

The waitperson should know the preparation time required for each food item, which items are already prepared, how long each food item takes to cook, and how long in advance to place an order to ensure that the order is ready in a reasonable amount of time. Management should prepare a chart of cooking times needed by kitchen personnel to aid in timing orders.

When possible, most servers find it helpful to take orders from several tables at once. Food items requiring preparation can be turned in to the kitchen in a single trip. While entrées are being prepared, soups, appetizers, and beverages can be served.

Picking Up Orders

In many foodservice operations, a special call system is used to signal the servers that an order is ready. If not, the servers must use knowledge of approximate cooking times to estimate when the order will be ready. If possible, servers should pick up orders right from the broiler or griddle as soon as possible to ensure that customers receive their meal at acceptable serving temperatures.

Servers are often required to assemble orders. While orders are being filled, servers should gather accompaniments such as breads, relishes, juices, and serving equipment. As food items prepared in the kitchen are picked up, servers are often required to announce that the orders are being picked up. Cold foods should be picked up first and placed on the tray away from hot foods which are picked up second. Once the order is placed on the tray, garnishes can be added. If hot breads are to be served, these should be picked up last. Tea and coffee pots should be rinsed out with hot water before filling them with fresh hot beverages. Iced drinks should never be poured into warm glasses just as butter should not be placed on warm plates.

Prior to leaving the serving area, orders should be checked for correctness. Several different systems are used by foodservice operations for checking orders. Examples of systems include the following:

- The orders are checked against the duplicate order from the kitchen.
- The food checker checks the order and totals the items on the guest check.
- The announcer or floor chef announces that "Table number ______ has been picked up."
- The duplicate slip is removed from the rack.

All items ordered should be present, in the right quantity, and properly cooked. If not, the cook must be responsible for correcting the order. Hot foods should be hot and cold foods should be cold. Food should be attractively served with the proper garnishes. The server gathers serving equipment, condiments, sauces, and other items for the order onto the serving tray. After gathering these items, the server checks the hot food plates to ensure accuracy and quality control. The server then checks the tray for spilled foods before delivering the items to the table.

Some establishments have an ***expediter*** or "***expo,***" an employee who works in front of the pass-through window assembling orders onto trays, checking orders for completion and accuracy, and adding final touches, such as wiping plate rims and adding garnishes. After the hot food is placed on a tray, it is taken directly to the customers.

It is important for servers to take hot food to customers immediately after removing it from the heated pass-through. The food should not be placed on a tray while the server gathers other items. The food cools and the quality decreases. The taste and texture of some foods, such as cooked fish, deteriorate rapidly after removal from the cooking process. Also, steaks become tough as they cool. Deep-fried foods begin to taste greasy when allowed to cool.

◆ Essential Questions: ◆ Handling Food and Beverage Orders

1. Why is it important to follow established routines in writing, placing, and picking up orders?
2. When writing orders, what are common abbreviations for cheeseburger, baked potato, milk, and a strawberry sundae?
3. What are four common methods for placing orders in the kitchen?
4. Why is it important for servers to know cooking times for menu items?
5. What are the guidelines for assembling food orders?
6. What is the purpose of an expediter?

SERVING FOOD AND BEVERAGES

In fine restaurants, meals are served in courses. A ***course*** is part of the meal served as one unit at a time. Food courses include appetizer, soup, salad, entrée, fruit and cheese, dessert, and after-dinner beverages. Each course is eaten before the next course is served. Between each course, all dirty dishes are removed and the table is cleared of crumbs, trash, and equipment used in the last course. Place settings for the next course are placed in their proper positions before the next course is served. Beverages are also replenished during these times as well as during the courses.

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When serving food, servers should follow this rule: Lower from the left and raise from the right. Plates should be served from a customer's left with the left hand and removed or cleared from the customer's right. Customers sitting in booths cannot be served in this manner. Instead, the server must carefully serve foods and beverages across the table from the open side of the booth. The rule above does not apply to beverages. Beverages should always be served from the customer's right.

Servers should always place the main entrée in front of and facing the customer. The entrée is the most important food item on the plate. Any necessary side dishes are placed to the right of the plate. Beverages are often served on small beverage napkins or coasters.

◆ **Essential Questions:** ◆

Serving Food and Beverages

1. What is the proper way to serve a meal with several courses?
2. What is the proper procedure for serving and clearing dishes at a booth?

SET UP, SIDEWORK, AND FOLLOW-UP SERVICE

The responsibilities of the foodservice worker may range from folding napkins to completely setting the table. Foodservice workers need to be familiar with the foodservice establishment's rules for table setting. These rules are designed for customer comfort and convenience. Tables should be checked for position and balance before covering. If the table is unbalanced, it can be rotated, or a piece of cork can be placed under the shorter legs. Table tops should be clean and dry.

Covering the Table

The appropriate size tablecloth for the table should be used. The tablecloth should hang evenly, and the edges should not extend below the seat of the chairs. A ***silencer*** or padding may be used beneath the top cloth to give the table a better appearance and to minimize noise. Foodservice workers should be able to replace a tablecloth quickly and efficiently. One way to do this is to place the centerfold of the cloth at the center of the table; open the cloth and gather it at the center, leaving one end in place. Transfer the ashtrays and salt and pepper shakers to that end of the cloth, then spread the other half of the cloth over the table.

If place mats are used, they should be arranged neatly on clean tables. They may be even with or 1/2 inch in from the table edges. If the table has a rounded edge, place the mat so that the two lower corners touch the edge of the table. If the mat is round, its edge should be touching the edge of the table.

Setting the Table

The table setting or cover, varies with the type of service used, the meal being served, and the preference of individual restaurants. The cover is the arrangement of flatware, dinnerware, glassware, and linens at each place setting. Approximately 24 inches by 15 inches is allowed for each cover. Flatware, dinnerware, and napkins are placed about one inch from the edge of the table or the edge of the place mat. Covers should be laid neatly, as they are the customers' first impression of the quality of foodservice offered at the foodservice establishment.

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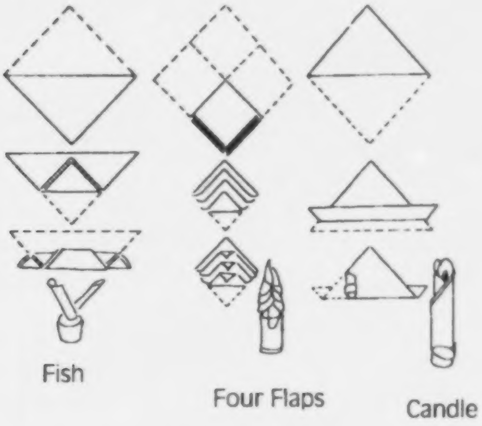
Napkins. Napkins are folded and placed to the left of the fork, or folded in special ways and stood in the center of each cover. When the napkin is placed to the left of the last fork, the bottom edge of the napkin should be about 1/2 inch higher than the bottom edge of the fork. Some trayline services roll the flatware in napkins or use paper napkins from a dispenser. The open corners of a napkin should be to the left so the guest can simply pick up the napkin and unfold it. Elaborate folds of napkins may be used, although even the most elegant of restaurants often use simple flat folds. Refer to Figure 27.2 for various ways napkins can be folded.



⇨ *Figure 27.2*

Flatware. All flatware is evenly arranged in order of use from the outside of the setting toward the plate or center of the cover. Flatware is usually placed between 1/4 inch and 1 1/4 inches from the table edge. Forks are placed on the left side of the cover with the ***tines***, or points of the fork, facing up. If the plate is not included when the table cover is set, a space of about nine inches should be left between the knives and forks. Knives are placed on the right side of the cover with the cutting edges turned toward the center. Spoons are placed to the right of the knives with the hollow, or bowl of the spoon, facing up.

Glassware. The placement of glassware depends on its intended use. The water glass is placed on the right side of the cover above the tip of the knife. The coffee cup is placed to the right of the water glass, or to the right of the knives and spoons, with the handle turned to the right. The wine glass is placed to the right of the water glass. Glassware may be placed in order of use or aligned according to size.

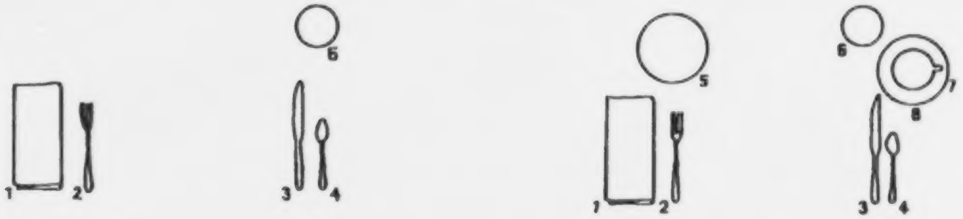
Plateware. The bread and butter plate is placed on the left side of the cover directly above the fork. If a butter spreader is used, it is placed across the top edge or on the right side of the bread and butter plate with the cutting edge turned toward the center of the plate. The salad plate or bowl is placed slightly below the bread and butter plate and to the left. If a dessert fork and spoon are laid, they are placed above and parallel to the plate with the handle of the spoon to the right. However, often the dessert flatware is brought in with the dessert.

Accessories and Condiments. Table accessories include ashtrays, matches, ***table tents*** (cardboard advertisements folded like "tents"), napkin dispensers, menu stands, flowers, straws, and candles. Condiments include salt and pepper, sweetener, bottled sauces, oil and vinegar cruets, pickles, crackers, and cream or coffee whitener. Condiments and contained accessories should be checked, cleaned, and refilled periodically. Candles should be replaced if they are burnt low, and flowers, if real, should have a fresh appearance. Table tents and menu stands should be uniformly placed.

Sample Table Settings

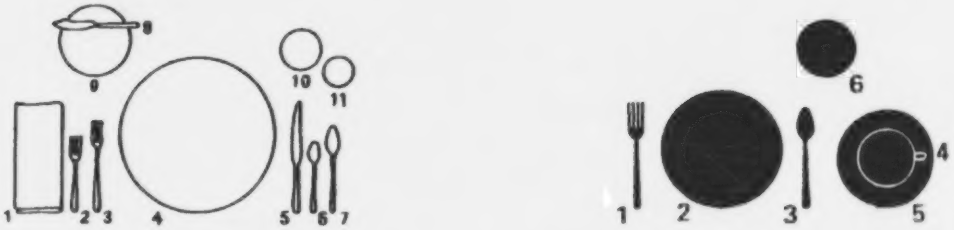
Table settings are arranged according to the type of service used, the meal being served, or the preference of individual foodservice operations. American covers vary for breakfast, lunch, and dinner. Refer to Figure 27.3 for the various American covers.

Sample Table Settings For American Service



Cover setup for breakfast:
(1) Napkin, (2) Dinner fork, (3) Dinner knife,
(4) Teaspoon, (5) Water glass

Cover setup for lunch:
(1) Napkin, (2) Dinner fork, (3) Dinner knife,
(4) Teaspoon, (5) Bread and butter plate,
(6) Water glass, (7) Cup, (8) Saucer



Cover setup for dinner:
(1) Napkin, (2) Salad fork, (3) Dinner fork,
(4) Cover plate, (5) Dinner knife,
(6) Teaspoon, (7) Soup spoon, (8) Butter spreader, (9) Bread and butter plate,
(10) Water goblet, (11) Wine glass

Cover setup for dessert course:
(1) Dessert fork, (2) Dessert plate,
(3) Teaspoon, (4) Cup,
(5) Saucer, (6) Water glass or goblet

➩ ***Figure 27.3***

Restaurants which use combination service choose to set the table according to the time of day that the meal is served. In this case, cover setups change throughout the day, and foodservice personnel must be familiar with the table settings used for the different meals.

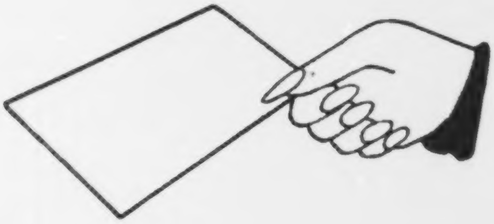
Sidework

Sidework involves stocking dishes, refilling condiment containers, and replacing items needed during the shift or for the next shift. Sidework is performed by servers between the times when they are caring for customers' needs as well as before and after rush periods.

Sidework also involves continuous cleaning. Cleanliness is an important part of an employee's duties. The dining area, workstations, and kitchen must be kept clean to prevent falls, spills, growth of microorganisms, and poor appearance.

If a server is serving customers but has time to perform sidework, he or she should not forget to watch the customers and provide follow-up service during the meal. Follow-up service should occur within three minutes after each course or entrée is served and a few more times during the meal. Follow-up service should be unobtrusive. Servers should avoid interrupting guest's conversations. Often, it is best for servers to walk past the tables in their assigned station, make eye contact with guests if possible, thus giving them a chance to ask for additional service. Guests do not want to be hovered over, but they do like to be able to get the server's attention easily and quickly. If the server does not check on customers during the meal, the customers feel neglected and may become disgruntled. Customers may need more salad dressing, crackers, rolls, beverages, or sauces to make the meal satisfactory.

Servers present checks or tickets to customers near the end of the meal. In informal foodservice operations, the check is placed on the table upside down with the tabulated amounts on the side facing the table. Sometimes the check is folded. In more formal foodservice operations, the check is placed on a tray, which is placed on the table, or the check may be placed in a special book. Sometimes after-dinner mints are placed on the tray with the check. Mints are given so customers leave with a sweet taste in their mouths.



In informal foodservice operations, customers may take the check and pay a cashier. Customers may leave a tip at the table or with the cashier to give to the server. Sometimes customers place their form of payment on the tray with the check or in a special book. The server takes the check and payment to the cashier and brings the change back on the tray or in the book to the customer. If a customer is paying with a credit card, the server brings the credit card slip along with a pen back to the table for the customer's signature. Credit card customers often include the tip on the credit card slip.

One theory states that the word "tips" stands for "To Insure Proper Service." Tips are voluntary gratuities left by customers in appreciation for quality service. Servers should never demand a tip or gratuity, nor should they criticize the amount they receive. Unprofessional service deserves no tip. Some customers may return later to tip their server more appropriately if they have been treated with courtesy. The amount of the tip they left may have been due to a shortage of funds at the time.

At the end of a meal as customers depart, the maître d' or servers should graciously provide information or help with coats and parcels. For example, the server can provide directions to a restroom or assist customers from out-of-town with directions to a point of interest. The server and maître d' also bid the customers good-bye in a gracious manner and ask them to return again.

◆ Essential Questions: ◆
Set Up, Sidework, and Follow-Up Service

1. Why are computerized pre-checks more accurate?
2. What are some ways to earn generous tips from customers?

TEAMWORK

Teamwork in foodservice operations is important. With the tip incentive, it is easy for a server to think only of himself or herself. However, many situations arise in which the server must ask another server or the manager for help. The teamwork approach in these situations encourages servers to help each other when needed. For example, if a server's station has more customers than the server can handle and still provide good quality service, he or she needs assistance. Other servers can assist and cooperate in all areas of providing service to customers. Cooperation also is important when picking up orders from the kitchen. Servers should not take each other's food orders. Servers giving assistance to other servers can expect their co-workers to return the favor.

An organized team accomplishes more than individuals working by themselves. Working as a team provides employees with greater job satisfaction, less stress, and more confidence.

Effective foodservice managers do not hesitate to help employees get through rush periods. By assisting employees with food and beverage preparation, customer service, or other jobs, managers facilitate the rush period for everyone involved. Managers who provide appropriate leadership can successfully attain teamwork among employees. Managers of foodservice operations can encourage teamwork among employees by practicing the following:

- Allow employees to set team goals.
- Enforce work standards fairly.
- Create small groups to work on jobs as teams.
- Encourage employees to make suggestions and voice ideas.
- Discuss problems with employees before making decisions that affect them, such as changing work schedules or techniques.
- Inform employees about the successes of the business.
- Congratulate employees for good work.

◆ *Essential Questions:* ◆ *Teamwork*

1. What are some examples of situations where teamwork among servers would be especially helpful?
2. Why is teamwork a key element of a successful foodservice operation?

BANQUET SERVICE TECHNIQUES

Banquet service techniques are the same as service techniques used in a restaurant. Staffing guidelines help the banquet manager ensure adequate service. For example, a staffing guideline may suggest one server for every twenty-five people served at a banquet dinner. Staffing may be adjusted for the type of meal being served or the type of service. Some meals require more service than other meals. For example, if the meal is plated lobster with drawn butter (melted butter), extra service is needed for each customer. If more servers are needed, the staffing guideline will call for one server for every eighteen people.

Customers expect good service from the caterer and servers. Prior to the banquet, the caterer, banquet manager, and servers meet and plan all the details. A diagram of the table layout is often used for planning wait stations, service areas, and staffing needs. Servers must be familiar with their stations and coordinate serving traffic paths so that they do not get in each other's way. An important factor of quality banquet service is proper staffing guidelines.

◆ *Essential Questions:* ◆
Banquet Service Techniques

1. What are some ways that banquet service is less challenging than restaurant service?
2. What individuals are involved in planning a banquet event?
3. Why are all these individuals important for success?

MARKETING TECHNIQUES

Marketing the menu means advertising the menu or menu items separately from the basic menu using various visual methods. Marketing techniques appeal to the customer and incorporate visual aids that purposefully reinforce the menu items and suggest an idea to customers. Marketing techniques usually promote something special or are used to increase sales of certain menu items that are often overlooked as sales opportunities, such as wine and desserts. Examples of marketing the menu techniques include the following:

- table displays that promote particular items
- inserts in menus that outline specials
- small take-home menus given by the cashier
- special menu items listed on chalkboards or other boards near the entrance of a food operation
- dessert carts or trays that are taken to the customer to give visual information about the desserts, making them more tempting to the customer

Today's Special

Whole-menu marketing is directed toward customers. Foodservice operations want to know the following:

- whom the customers are–Is the business catering to young families, young professionals, older families, couples, or business people? Are customers concerned with prices?
- how the foodservice operation can attract the targeted customers
- how much money customers spend on meals
- what style of service customers prefer–buffet, full-service, or cafeteria

Once the foodservice operation knows who its customers are, it can target its menu and services to those customers. Hotel foodservice operations typically offer a basic continental approach to dining and offer only a few regional items on their menus. Customers from throughout the country visit hotels and are served by these foodservice operations. Therefore, hotel's satisfy these customers with menu items they prefer. Specialty restaurants in hotels may offer only regional items, such as Italian, Mexican, or Oriental food. Individuals who live in the community are the major customers of these restaurants.

Servers in many hotel foodservice operations are trained to know that if an item on the menu is prepared in a way that is different from what the customer wants, the kitchen can alter the preparation of the items to satisfy the customer's request. Hotel kitchen cooks are flexible and adjust menu items to guests needs and requests, if possible.

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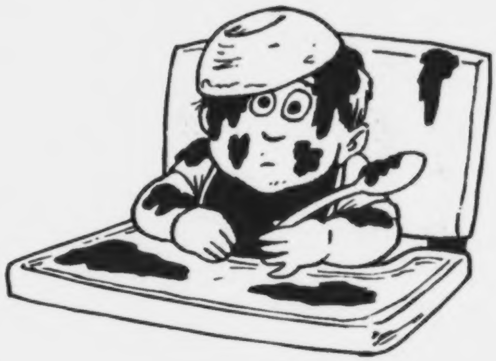
Today's customers are more health conscious and concerned about how food is prepared than they were in past decades. To meet this demand, many foodservice operations develop menu items and recipes that are approved by the American Heart Association and deemed as "heart healthy".

Many individuals monitor their fat and cholesterol intake for heart-related reasons. Servers should be aware that some special requests are made because of food allergies. True food allergies can be severe, and the smallest amount of the allergen can cause an immediate allergic reaction. Servers and the kitchen staff should honor any special requests without question. Menu selection complaints that are handled properly save repeat business as well as often increase the server's tip.

Often the server notices other problems during the meal experience. Noisy customers may disturb other guests. The manager or maître d' may intervene and discuss the noise problem with the customers. The manager should handle problems associated with intoxicated customers. If the customer is alone, the manager should arrange other transportation for the customer. An intoxicated customer should not be allowed to drive. If the customer becomes involved in an accident, the management can be held liable for allowing the customer to drive after drinking at the facility.

Young guests have special dining needs because of their age, dexterity, and height. They may need bibs, extra napkins, highchairs, and booster chairs. Infant's bottles may need to be warmed and small children may need crackers to eat while waiting for their meal. Servers are trained in policies about giving families extra plates for dividing the parent's meals with children.



The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities and instructs the hospitality facility and its employees to make necessary modifications in the premises and serving practices to accommodate any special needs. Employees are normally trained in procedures to meet ADA requirements.

The manager should immediately assist customers who are ill. The manager should try to make the customer as calm and comfortable as possible. If the customer is unconscious, he or she should not be moved. The manager should call for medical help immediately. All customers are equally important. They should be treated in a professional manner with the utmost respect and courtesy.

◆ Essential Questions: ◆
Marketing Techniques

1. What is the difference between upselling the menu and marketing the menu?
2. What are some examples of marketing the menu that you have seen used in restaurants you have visited?
3. Why is it important for a foodservice operation to know and understand its customers?

Chapter Highlights

- Customers evaluate a food operation during their entire dining experience. Guests notice how they are greeted, seated, presented menus, informed of menu offerings, assisted in ordering, and served.
- Servers must know the menu and understand how each item is prepared in order to give customers accurate information and pronunciation of menu items. Knowing the menu also includes knowing which food items come with entrées each day and which foods are in season.
- Confidently handling customers needs, special requests, and sometimes complaints are skills that contribute to excellent service and a great first impression of the foodservice operation.
- Orders should be written or printed clearly according to the policies of the foodservice operation.
- The waitperson should know the preparation time required for each food item, which items are already prepared, how long each food item takes to cook, and how long in advance to place an order to ensure that the order is ready in a reasonable amount of time.
- When serving food, servers should follow this rule: Lower from the left and raise from the right. Plates should be served from a customer's left with the left hand and removed or cleared from the customer's right.
- The cover is the arrangement of flatware, dinnerware, glassware, and linens at each place setting.
- Table settings are arranged according to the type of service used, the meal being served, or the preference of individual foodservice operations.
- Sidework is performed by servers between the times when they are caring for customers' needs as well as before and after rush periods.
- Sidework also involves continuous cleaning. Cleanliness is an important part of an employee's duties. The dining area, workstations, and kitchen must be kept clean to prevent falls, spills, growth of microorganisms, and poor appearance.
- Tips are voluntary gratuities left by customers in appreciation for quality service. Servers should never demand a tip or gratuity, nor should they criticize the amount they receive.

Chapter Highlights, Cont'd.

- An organized team accomplishes more than individuals working by themselves. Working as a team provides employees with greater job satisfaction, less stress, and more confidence.
- An important factor of quality banquet service is proper staffing guidelines.
- Today's customers are more health conscious and concerned about how food is prepared than they were in past decades.
- The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities and instructs the hospitality facility and its employees to make necessary modifications in the premises and serving practices to accommodate any special needs.

Chapter 28

Food Production Equipment

Chapter Focus

The following Essential Knowledge and Skill is discussed in this chapter:
14G Select equipment and utensils appropriate for prescribed tasks.

Chapter Vocabulary

- baker's scale
- balance scale
- broiler
- convection ovens
- compartment steamer
- conveyor toaster
- dough hook
- espresso coffee machine
- exhaust hood
- flat beater
- food cutter or chopper
- food processor
- food slicer
- gauge
- impingement oven
- infrared oven
- microwave ovens
- pastry blade
- pizza ovens
- portion scale
- pumice brick
- reconstitution oven
- regular or general purpose ovens
- revolving or carousel oven
- spindle blenders
- spring-type scale
- stack ovens
- steamers
- wire whip

A variety of equipment is used in food preparation. Equipment is needed for weighing ingredients, opening cans, cutting foods, mixing foods, making and dispensing beverages, and cooking food. The equipment used will depend on the type and volume of foodservice. For example, fast-food establishments may have specialized equipment designed for preparing and serving menu items quickly and efficiently.

USE AND CARE OF FOOD PREPARATION EQUIPMENT

Scales

Scales and balances are used in quantity food preparation to save time and assure accuracy. Because ingredients are not all the same weight, it is not always correct to say that 2 cups of an ingredient equals 1 pound. When the amounts in a recipe are expressed in ounces or pounds, it is important that ingredients be weighed instead of measured.

Several acceptable types or models of scales and balances are used in foodservice such as the following:

- spring-type model
- balance scale
- portion scale
- baker's scale

Refer to Table 28.1 for illustrations of the following scales.

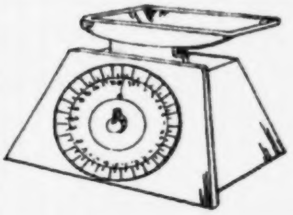
Spring-type Scale. The ***spring-type scale*** is used for weighing dry ingredients, such as beans, macaroni, rice, cheese, fruits, and vegetables. To operate the spring-type scale, the product to be weighed should be placed on the platform. The rotating dial needle indicates the weight of the product. The dial on the front of the scale is graduated from ounces to pounds. A floor model spring-type scale is often used in the receiving room to weigh incoming food and supplies. A similar model might be used in the kitchen to weigh large amounts of food, such as dry beans. For convenience, the floor model platform scale is usually on wheels.

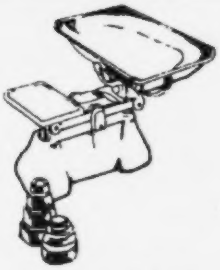
Balance Scale. The gravity-activated type, called the ***balance scale***, is used for weighing batters and mixes. To operate the balance scale, all weights should be removed from the right-hand platter. The scale pan from the left-hand platter should be removed. The weight indicator should be placed into the zero notch. Platters should come to rest in a position level and opposite to each other. When scales are in a balanced position, touching either platter should cause both platters to move in an up-and-down motion before coming to rest again in the balanced position. One should select weights appropriate for the measurement and place them on the right-hand platter. The weight indicator should be placed in the proper notch. Placing the weight on the scales will cause the right-hand platter to swing downward and rest on the frame of the scales. The food item should be placed on the left-hand platter in an amount just sufficient to bring scales into a balance position. The item to be measured can be added in relatively large amounts until the scales begin to swing into a balanced position. Smaller amounts should be added until the exact balanced position is accomplished.

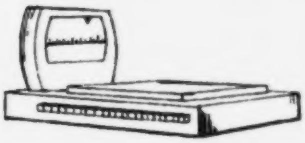
Portion Scale. The ***portion scale*** is used for weighing portions of food and rolls. To operate the portion scale, the weight indicator should be placed in the groove along the scaled beam for the desired portion size. The product should be placed on the scaled tray. The weight arrow should be checked to see if the portion needs to be increased or decreased.

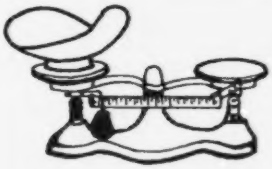
Baker's Scale. The ***baker's scale*** is used for weighing ingredients or for scaling dough. For instance, dough for a loaf of bread is weighed for uniform-sized loaves. To operate the baker's scale, the weight indicator should be placed at zero on the scaled brass beam, which indicates ounces up to one pound. The scoop should be centered on the left-hand platform. Weights are used to balance the two platforms. The scoop is balanced by placing the proper weight on the right-hand platform. The weight indicator should be moved on the brass beam to the right until the desired weight is found. The ingredients to be weighed are placed in the scoop on the left-hand platform. If necessary, a portion of the ingredients should be added or removed

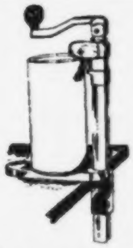
Food Preparation Equipment: Scales, Can Openers, and Cutting Equipment

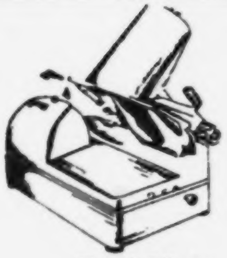

Spring-type Scale

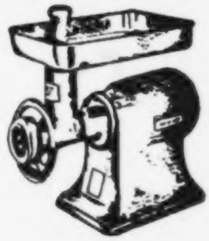

Balance Scale

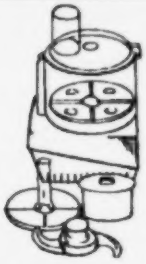

Portion Scale

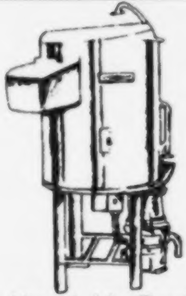

Baker's Scale


Bench-type Can Opener


Food Slicer


Food Cutter or Chopper


Food Processor


Vegetable Peeler

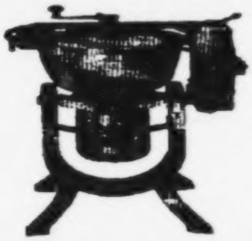

Floor Model Cutter Mixer
(Source: Hobart Corporation)

Table 28.1

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to make the platforms balance. When the weighing procedure has been completed, the ingredients or food items being weighed should be removed and the scales returned to a balanced position.

Scales and other equipment used for weighing must be kept clean. This may be done by wiping the scale with a damp cloth after weighing each ingredient. At the end of the day, weighing equipment should be checked to see that ingredients have not accumulated on it. The scale should be washed with detergent water and a clean cloth. The scales should be air dried.

Can Openers

The commercial can opener or cutter is designed to remove lids from cans ranging from small through institutional sizes. When properly used, the can opener can save time and energy. Refer to Table 28.1 for an illustration of a bench-type can opener.

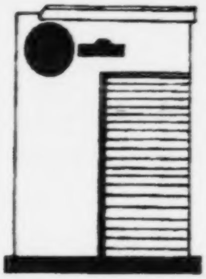
Bench-type Can Opener. Prior to opening a can of food, the top should be wiped with a damp cloth. To operate the bench-type manual can opener, the handle should be lifted to a vertical position until the cutting blade is about one inch above the can. The can should be placed on the base and with a quick downward motion, the blade is forced into the top near the edge. The handle should be lowered to a horizontal position. To open the can, the handle should be turned clockwise until the blade cuts out the lid. The lid should be removed before it falls into the can. The handle should be raised to a vertical position.

The shank should be lowered into the base of the can opener. The blade of the can opener should be wiped with a damp cloth after each operation. Food deposits that remain on a can opener not only cause bacterial contamination, off-flavors, and odors in food but also may interfere with the operation of the can opener.

The opener should be cleaned daily. To clean, the opener should be removed by lifting the shank out of the base. The shank should be washed in a hot detergent solution and scrubbed with a brush. The shank should be rinsed under hot running water and dried. The blade should be washed with a sanitizing solution and inspected for nicks and grooves that may cause metal shavings to drop into food. Following manufacturer's instructions, old or badly worn blades should be replaced with new ones. The can opener should be kept in good repair so that it cuts sharply and leaves no ragged edges. The base should be wiped off with a hot damp cloth. Careful attention should be given to the edge of the base.

For monthly cleaning of the can opener, the blade should be cleaned and inspected following the instructions for daily cleaning. The screws and the base should be removed. The blade should be scrubbed using a hot detergent solution, rinsed, and then dried. The table under the can opener should be cleaned by scrubbing with a hot detergent solution, using a scraper if necessary. The table should be rinsed and dried. A very thin film of rust preventive, such as cooking oil, should be applied to the shank and bottom of the base. To reassemble the can opener, the base should be screwed back in place and the shank replaced.

Electric Can Opener. Many foodservice operators now use electric can openers. They operate on the same principle as manual can openers. To operate the electric can opener, the can is placed against the opener with the protruding edge of the can on the cutting wheel. Pushing the start button or lever will start the motor, puncture the can, and rotate the can against the cutter.



The can opener blades should always be wiped clean with a damp, sudsy cloth. Most cutter wheel assemblies may be removed for cleaning but the manufacturer's directions should be checked first.

Cutting Equipment

The cutting equipment used in food preparation includes the food slicer, the vertical food cutter or chopper, the food processor, and the vegetable peeler. When using cutting equipment, foodservice employees should know and follow safety precautions. Refer to Table 28.1 for illustrations of the following cutting equipment.

Food Slicer. The ***food slicer*** is used for slicing boneless meats and cheese. Fruits, vegetables, and bread may also be sliced by the food slicer. The food slicer can be used for cutting hot or cold foods.

The first step to using the food slicer is to plug it in. The blade control indicator for the desired thickness of slice should be adjusted. The food should be placed in the food carriage. The food needs to be firmly held in place using the food holder. The switch is turned on and using the handle, the carriage is moved back and forth across the blade using a rhythmic motion.

The following safety precautions should be observed when using the food slicer:

- Always make certain the switch is off and the plug is pulled out of the socket before cleaning the slicer.
- Read and follow the manufacturer's instructions carefully.
- Never use the slicer when the blade guard is off.
- Always keep hands away from the blade when the machine is in operation.
- Leave the food slicer unplugged when not in use.
- Never use a metal instrument to scrape food particles from the slicer knife. A nicked blade tears food.
- Do not use very hot water or steam when cleaning the slicer. Too much heat may dry lubricants in important parts.
- Keep blades sharpened according to manufacturer's instructions.
- Do not use vegetable oil. Check the operator's manual for the correct type of oil for lubrication.
- The motorized part of the unit should not be submerged in a sink or dishwasher.
- Do not use bleach to clean aluminum parts. Strong detergents cause aluminum to corrode.

The food slicer should be cleaned daily with a sanitizing solution. Before cleaning, the electrical cord should be removed from the socket, the blade control indicator should be set at zero, and parts should be removed following manufacturer's instructions. The gauge plate should be wiped with hot detergent solution, then rinsed and dried.

Employees should keep clear of the blade edge. The entire blade should be wiped with a heavy cloth that has been folded and dampened with hot detergent solution. The cloth should be wrapped around the long-handled hook, if provided. The slicer should be wiped from the center toward the edges of the blade. The blade should then be rinsed and dried with a clean, heavy cloth. The blade guard should be washed in hot detergent solution, rinsed, and dried.

The blade guard should be replaced immediately to prevent injury. Other parts should be washed in hot detergent solution, rinsed, and dried. All surfaces should be washed with hot detergent solution. Under blades should be cleaned with a damp cloth. The cloth should be pushed under the blade, using the long-handled hook, if provided. This should be rinsed and dried.

The area under the slicer should be cleaned. Parts should be replaced following the manufacturer's instructions. After cleaning, the slicer should be covered with plastic or a clean towel.

Food Cutter or Chopper. The ***food cutter*** or ***chopper*** is used for chopping ingredients for dishes in which the ingredient's appearance in the finished product is not important. Before using a vertical food cutter or chopper, the manufacturer's instructions should be read and followed carefully. The machine should be completely assembled with all parts securely in place.

To use, the machine should be turned on, then food should be fed into the bowl gradually. Before the food is removed, the machine should be turned off and the user should wait for the knives to stop rotating. When the knives stop rotating, the safety catch should be thrown and the food removed from the exposed part of the bowl. Then, the guard should be raised and the remaining food removed.

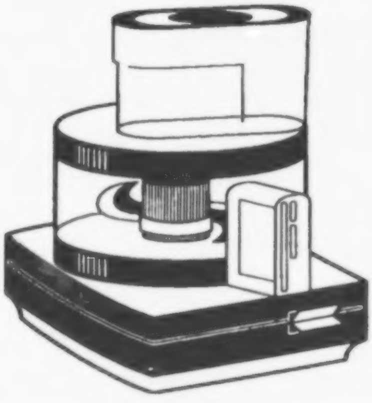
To prepare the food cutter or chopper for the next operation, the knives should be secured to prevent rotation and the blades should be wiped cautiously. The bowl should be wiped out. The knife guard should be rinsed, dried, and replaced. The cutter or chopper should be reassembled according to the manufacturer's instructions.

The food cutter or chopper should be cleaned daily following the manufacturer's directions carefully. The guard, bowl, and any other removable parts should be washed in a hot detergent solution, rinsed and dried. All parts, bowl, and guard should be replaced.

The following are safety precautions to be taken when using the food cutter or chopper:

- Never put hands in the bowl while cutter is in use.
- Wait until the knives have stopped revolving before removing food or cleaning.
- Use a bowl scraper rather than hands to feed food into cutters; move the bowl scraper in the direction opposite to bowl rotation.
- Do not use cutter for cutting meat with bones or gristle in order to prevent damage to knives and gears.
- After cleaning the cutter, make sure knives are replaced in proper position.

Food Processor. A ***food processor*** accomplishes the task of a food cutter or chopper in addition to other tasks usually done with equipment, such as knives, graters, and mixers. The operation and cleaning of the food processor is similar to that of the food cutter or chopper. The directions of the manufacturer should always be followed.



When operating the food processor, one needs to remember that the blades are sharp. To avoid injury, a cutting blade or disc should never be placed on the base without first having the bowl in place. Hands and utensils should be kept away from the moving blades. The food pusher should be used, never hands, to feed food when shredding or slicing. The processor should always be operated with the cover in place. When finished, the processor should be turned off, and the blades should come to a halt before opening. The processor should be unplugged before taking off or putting on parts, before cleaning, or while not in use. The base should never be immersed in water. All other parts should be washed in hot detergent solution. Only attachments recommended by the manufacturer should be used.

Vegetable Peeler. Vegetable peelers remove the skin from potatoes and other vegetables. They work by rotating the vegetables against an abrasive surface. Some of the larger units are plumbed with cold tap water. The vegetable peeler should be cleaned daily with a sanitizing solution. Vegetable peelers are not as common as they were in the past. Many establishments now purchase peeled, sliced, shredded, or semi-prepared vegetables.

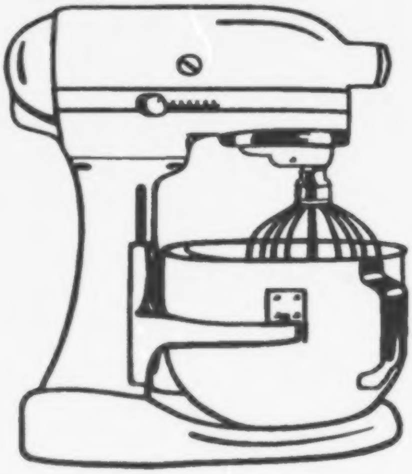
Other Cutting Equipment. Various other types of cutting equipment are used in foodservice. Among these are speciality cutters and shredders for salad making and hand or power saws for cutting meat carcasses.

Mixing Equipment

Mixers and blenders are used for mixing foods during their preparation. Food processors are also used for some mixing tasks. Refer to Table 28.2 for illustrations of mixing equipment.

Mixer. Mixers may be either floor models, bench models, or table models. The 30-60 quart floor model mixer is used for mixing and blending ingredients or for incorporating air into the product. The 12-20 quart bench model and the 5 quart table model are used for mixing, creaming, or beating ingredients for cakes, batters, doughs, pastries, or meringues.

Mixers use a variety of beaters and whips, which are the agitators used in mixing. Each is used for specific purposes. A ***flat beater*** is used for general mixing. It is never used for heavy doughs. A ***wire whip*** is used for incorporating air into light mixtures, never for heavy mixtures. A ***dough hook*** is used for mixing heavy doughs requiring a folding and stretching action. A ***pastry blade*** is used for combining shortening and flour by a cutting action, as for biscuits, pie crust, or shortcake.



To operate a mixer, one should select the appropriate bowl size and place it on the bowl support. The bowl should be filled 1/2 to 2/3 full. The proper beater or whip should be selected and inserted into the beater shaft. The beater or whip should be locked into position. The bowl should be raised to the desired height using the lever. The speed control can be adjusted to low, or placed in neutral according to the manufacturer's instructions. For gear-driven machines, the clutch lever should always be put into neutral before changing speeds. The user should select the desired speed and mix the required length of time. When mixing is complete the machine should be turned off. The bowl should be lowered, the beater or whip removed, then the bowl removed.

To clean the food mixer, the manufacturer's directions should be followed carefully. Immediately after use, the bowl support, beater shaft, shell, and base should be cleaned with hot detergent solution, rinsed, and then dried. The groove on the beater shaft, if necessary, should be scraped and brushed out. The bowl and beaters should be washed immediately after use. Cold water should be used to rinse before washing if egg or flour batters have been mixed. The beater should be rinsed, dried, and hung up. The bowl should be rinsed and dried thoroughly.

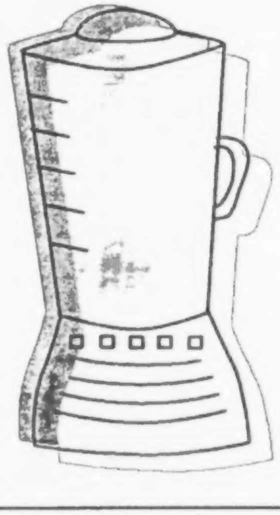
Attachments used with the mixer include the vegetable chopper and the meat and food chopper. The vegetable chopper is a special attachment for slicing, grating, or shredding vegetables and cheese. The food is placed by a rotor inside the chopper and forced through a plate which cuts the food. The plates used with the vegetable chopper include the slicer plate, the grater plate, and the shredder plate.

The meat and food chopper is used for chopping raw or cooked meat, vegetables, and dried fruits. It is used for grinding dry bread crumbs, grating hard cheese, and chopping hard-cooked eggs. A pusher is used to push the food through the chopper.

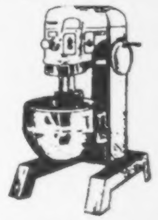
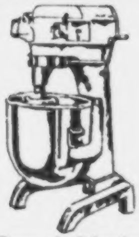
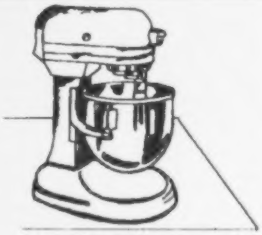
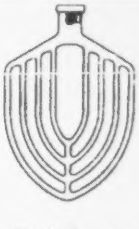
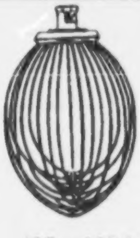
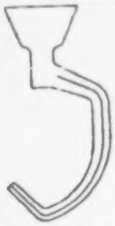
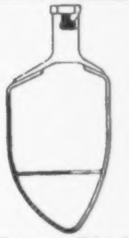
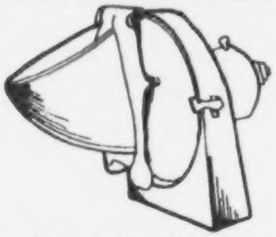
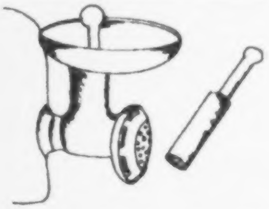
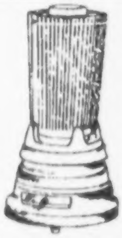
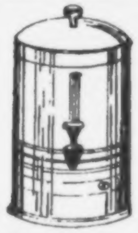
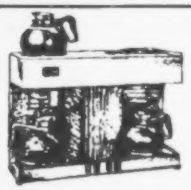
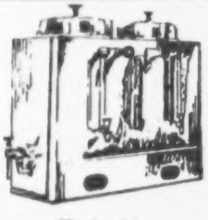
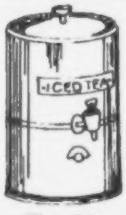
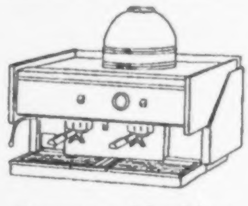
The following safety precautions should be observed when using the mixer:

- Select the correct bowl for the type and amount of mixture and then select the correct beater or whip according to bowl size and mixture.
- Be sure to fasten the bowl and beaters, agitators, or whip securely before starting the motor.
- Prevent spillage by starting the machine at low speed.
- Do not put hands, spoons, or scrapers into bowl while mixer is in operation.
- Always use a rubber scraper or flexible spatula to scrape the sides of the bowl and to remove food from the beater or whip.
- Scrape the sides of the bowl *only* after the agitator has stopped.
- Remove agitators and attachments *only* after the motor has stopped.
- Use a splash cover if bowls are over half full.
- Get help when handling heavy containers or using wheeled equipment.
- Do not wear loose clothing or accessories that may catch on the moving parts of the machine.
- Keep long hair tied back so it will not become caught in the moving parts of the machine.

Blender. Blenders are used for high-speed blending, pulping, or mixing of meat, fish, vegetables, fruits, or beverages. To operate a blender, the jar should be secured onto the base. Substances to be blended should be placed into the jar. The lid on the jar should be secured. The cord should be connected, the switch turned on, and the desired speed selected. The switch should be turned off as soon as the ingredients reach the desired consistency.



Food Preparation Equipment: Mixing Equipment and Beverage Equipment

 Floor Model Mixer	 Bench Model	 Table Model
 Flat Beater	 Wire Whip	 Dough Hook
 Pastry Blade	 Vegetable Chopper	 Meat and Food Chopper
 Blender	 Electric Urn	 Decanter Type Automatic Drip Coffee Maker
 Twin Urn	 Tea Urn	 Espresso Machine

⇨ *Table 28.2*

To clean the blender, the jar should be removed from the base, washed, rinsed, and dried. For hard-to-remove materials, detergent water should be put into the jar and blended briefly before washing. The base should be wiped with a damp cloth after each use, then dried.

The following are safety precautions to be observed when using the blender:

- Do not drop spoons, spatulas, or scrapers into machine while motor is on.
- Be sure lid is fastened tightly.
- Do not put very coarse foods or large pieces of ice into jar.
- Disconnect cord when machine is not in use.

Beverage Equipment

Beverage equipment includes equipment for making and serving coffee, tea, and cold beverages. As with all food preparation equipment, beverage equipment should be kept clean and sanitary. Refer to Table 28.2 for illustrations of beverage equipment.

Coffee-brewing Equipment. Coffee-brewing equipment is used for making and serving coffee. Coffee can be brewed in an urn or in an automatic drip coffee maker. An ***Espresso coffee machine*** is a special machine that creates the water pressure, temperature, and steam to make a strong, flavorful coffee.

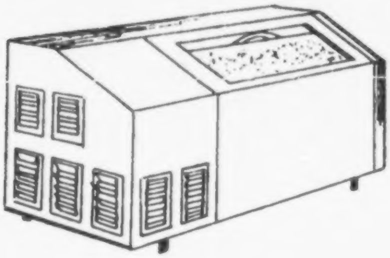
An urn is a container with a faucet. The most popular electric urn is fully automatic. It is connected to a source of hot water. A filter basket fits in the top. The coffee is pre-measured and poured into the filter basket. A button is pushed to start the coffee brewing. The hot water drops through the coffee in the basket. When the coffee is brewed, the urn automatically shuts off. Different brands of urns vary and may have capacities of up to 80 gallons.

An automatic drip coffee maker works much like an urn. Hot water passes through the coffee and filter in the brewing basket. The brewed coffee drips into the serving decanter, which is the glass container the coffee is served from. When the decanter is full, the water automatically shuts off. To make good coffee, coffee makers must be kept clean. Grounds should be emptied from the basket as soon as the coffee is made. All surfaces should be washed daily with a brush and rinsed thoroughly.

Tea Dispensers. An instant dispenser may be used for iced tea. The iced tea dispenser combines powdered tea with water. Some dispensers use cold water, others freshly boiled water. Sometimes tea is made in a large container called a tea urn. Like coffee makers, equipment used for making and serving tea must be thoroughly cleaned every day.

Cold Beverage Dispensing Machines. Automatic beverage dispensers are used for milk, soft ice cream, syrups and toppings, fruit juices, and soft drinks. ***Spindle blenders*** are used to make milkshakes. Dispensers used for dairy products must be cleaned daily to prevent bacterial growth. The counter and work area around dispensers must be kept clean and sanitary at all times. Spills should be wiped up immediately.

Ice-Making Machines. Ice-making machines may make cubed, flaked, or chipped ice. Some machines automatically dispense ice into a container. In others, the ice is shredded into a bin and must be removed with a scoop. When not in use, the scoop used to remove ice should be stored in a sanitary manner. The ice bin lid should be kept closed. A glass or glass container should never be placed into the ice bin because it could break or chip in the ice.



The exterior of the ice-making machine should be cleaned daily with a damp cloth, then dried and polished with a soft cloth. The ice maker should be defrosted periodically according to the manufacturer's instructions. Special chemical solutions for cleaning ice machines can be pumped through the ice machine to remove mineral deposits. The inside should then be wiped with a cleaning solution, rinsed, and then air dried.

◆ *Essential Questions:* ◆
Use and Care of Food Preparation Equipment

1. What type of scales are used in foodservice? How is each used?
2. How are the different types of beverage dispensers cleaned and sanitized?
3. What safety precautions are important when using foodservice equipment?

USE AND CARE OF COOKING EQUIPMENT

Surface cooking equipment includes the range top, the grill, the broiler, the deep-fat fryer, and the exhaust hood. Other types of cooking equipment include steaming equipment, baking and roasting equipment, and toasters. Refer to Table 28.3 for illustrations of cooking equipment.

Range Top

The range top is used for surface cooking. It is used for browning meats, cooking in small amounts of fat, boiling, or cooking in a double boiler. It also may be used for steaming, frying, and braising if more specialized equipment is not available. It may be gas or electric. It may have individual burners or a solid cook top. The number and sizes of burners vary. The burners usually are equipped with thermostats that control the temperature. Many range tops have an oven underneath.

When using the range top, it is important for the user to select the burner size or flame to fit the size of the pot or pan used. It is also important that the right amount of heat for the job is selected. High heat is used for quickly starting the cooking process. Medium high heat is used for maintaining the cooking temperature after the boiling point is reached and for low-temperature frying. Low heat is used to maintain cooking temperatures below boiling. Simmer is used to keep foods warm, to cook foods slowly for a long time, or to melt foods that scorch easily.

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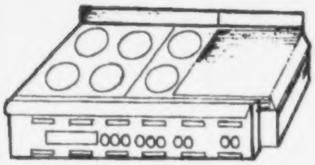
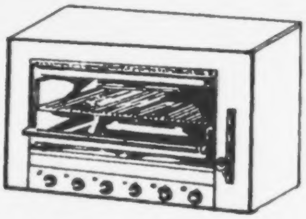
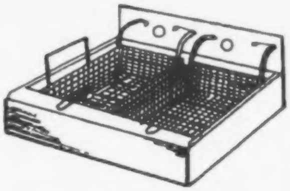
Food Preparation Equipment Used in Cooking



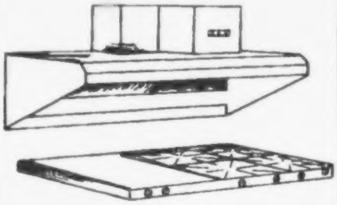
Griddle



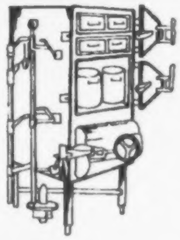
Broiler



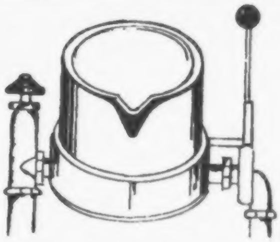
Deep Fat Fryer



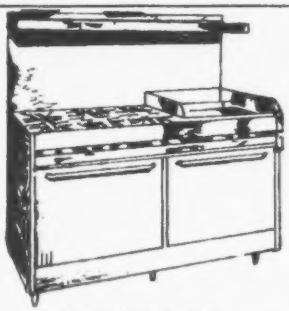
Exhaust Hood



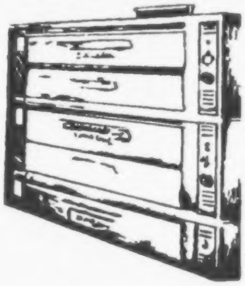
Compartment Steamers



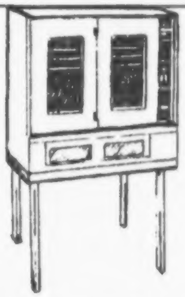
Steam Jacketed Kettle



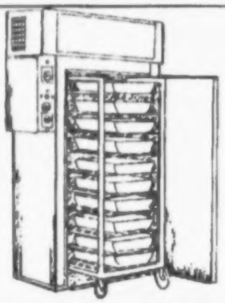
Regular Oven



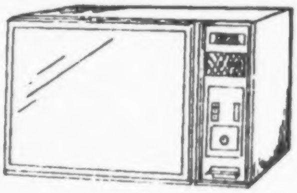
Stack Oven



Convection Oven



Reconstitution Oven



Microwave Oven

⇨ ***Table 28.3***

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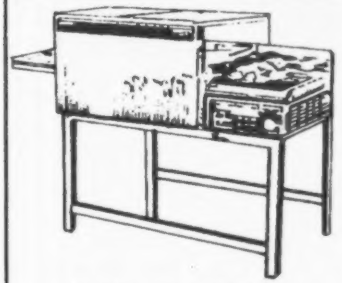
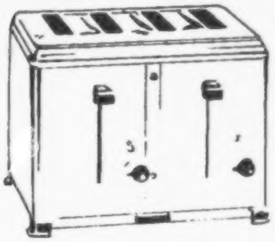
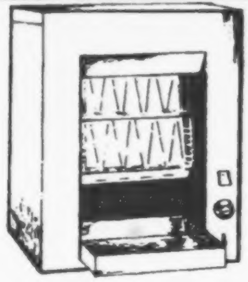
Food Preparation Equipment Used in Cooking		
 Impingement Oven	 Individual Toaster	 Conveyor Toaster

Table 28.3 - cont'd

For efficient and sanitary operation, spills should be wiped up immediately. The range top should be cleaned daily after it cools. Burned on food should be removed with a wire brush or scraper. The top, units, sides, and base should be wiped with hot water and a detergent solution, then rinsed and dried. Thorough removal of grease from cracks and drip trays helps prevent fire hazards. Weekly care includes soaking burners or grates in hot detergent solution, rinsing, and drying.

Griddle

A grill, or griddle, is a flat piece of metal with burners underneath. The heat is controlled by a thermostat. It may be either gas or electric. A ventilator draws off smoke and odors quickly. Fat usually drains off at the sides and collects in a drip cup which must be cleaned frequently. Grills are used for breakfast foods like eggs, bacon, sausage, pancakes, and French toast. They are also used for foods like steaks, hamburgers, frankfurters, sandwiches, and potatoes.

Grills, or griddles, should have a splashback or raised back to keep grease from splattering. They should also have grease troughs and rounded corners for easy cleaning.

The surface of the grill is seasoned with unsalted oil, then heated to form a slick surface. It is never washed. To clean the grill, allow it to cool, then scrape the surface with a spatula, or a stiff metal scraper. Remove stick food with a ***pumice brick*** which is made of soft volcanic rock. Then wipe with a grease mop and polish with a soft cloth. Filters in the hood above a grill should be washed or changed frequently. The wall back of a grill, usually made of fire brick, should also be washed frequently with a hot detergent solution.

Broiler

A ***broiler*** applies heat directly to food. It is used to prepare meat, fish, and other main dishes. It operates at a higher temperature than a grill. The heat may be applied from underneath, from the top, or from both sides at once. The heat source may be electricity, gas, charcoal, or heated volcanic rock. Temperature control is achieved by raising or lowering the grid. The intense heat sears and browns the outside of the meat while retaining the juices in the meat.

Broilers must be kept very clean to prevent fire hazards. All traces of grease should be removed and drain cans should be emptied daily. Burned on areas can affect the flavors of foods.

Deep-Fat Fryer

Deep-fat fryers are used for frying foods by immersing them in hot deep fat. Cooking a food in deep fat is similar to boiling it. The food is surrounded by the hot, bubbling fat. Menu items that have been fried in deep fat are often called French fried.

Fryers vary in size and may be portable or floor mounted. They may be heated by gas or electricity. A thermostat controls the temperature of the fat to be heated. Most fryers have automatic timers.

Fryers are used for cooking potatoes, batter-cooked meat, poultry, fish, and vegetables, and for fried desserts. For foods cooked in a wire basket, the basket is filled and lowered into the hot fat or oil. Baskets should not be filled more than half full. Foods like chicken, doughnuts, and fried pastries are placed directly in the grease rather than in a basket. Turning is not necessary unless the food floats. Foods like chicken, fried steak, and fish should be turned. When the food is done, it should be lifted out and allowed to drain to remove excess fat.

Fryers and the surrounding area must be kept extremely clean to prevent fires. Before cleaning the deep-fat fryer, the unit should be turned off and the warm fat strained through the filter. The unit should be cleaned and dried according to manufacturer's directions before refilling with oil or shortening. The taste of food cooked in the deep-fat fryer is affected by how clean and fresh the fat is. The fat must be filtered regularly and changed periodically. Fat that is not properly cared for becomes rancid.

Exhaust Hood

An ***exhaust hood*** should be placed above range tops, grills, broilers, and deep-fat fryers. The exhaust hood provides ventilation; removes smoke, cooking vapors, and odors from the cooking area; and helps control fires.

To keep the exhaust hood from becoming a fire hazard, it should be cleaned periodically. A cloth and warm water should be used and a detergent solution should be used to remove grease film. The hood should be rinsed and dried. The grease filters should be washed weekly in the dishwashing machine. Self-cleaning hoods are automatically-controlled by pumps that spray hot water and detergent on the hoods, limiting grease buildup.

Steaming Equipment

Most ***steamers*** use steam under pressure to cook large quantities of food quickly and economically. Steaming preserves the natural flavor and color of food. Steaming also preserves water soluble nutrients. The steam may be generated by gas or electricity.

A ***gauge*** is used to measure the steam pressure in pounds per square inch (psi). As pressure increases, the temperature increases. Low pressure (5-10 psi) is used for cooking meats. Higher temperature causes meats to fall apart. High pressure (10-15 psi) is used for cooking vegetables. Short cooking at high temperatures results in colorful vegetables. The following safety precautions should be observed when using a steamer:

- Guard against burns when opening steamers. To prevent steam burns, do not attempt to open a pressurized steamer until the pressure has gone down. Then, lift the lid so the steam escapes away from the face.
- Be sure the safety valves are in working order before using.

- Never operate a steamer without water.
- If the steamer overheats or leaks steam, report the problem to your supervisor.

Compartment Steamer. Upright or compartment steamers consist of several compartments, one above the other. The door to each compartment is equipped with special gaskets and seals to keep the steam inside. The doors are tightly closed by clamps or wheels. Some are completely automatic. They can be set to defrost, then cook the food automatically. The ***compartment steamer*** uses a fan to circulate the steam for faster cooking. Vegetables, chicken, and eggs are examples of foods that can be cooked in a compartment steamer.

Steam-Jacketed Kettle. Steam-jacketed kettles of varying sizes are used for cooking foods like soups, stews, stocks, and spaghetti. The steam-jacketed kettle is constructed so the steam flows around an inner compartment that holds the food. A tilting mechanism may be used for tilting the kettle and pouring the food.

The following safety precautions should be observed when using the steam-jacketed kettle:

- Guard against burns when opening steamers. To prevent steam burns, do not attempt to open a pressurized steamer until the pressure has gone down. Then, lift the lid so the steam escapes away from the face.
- Be sure the safety valves are in working order before using.
- Never operate a steamer without water.
- If the steamer overheats or leaks steam, report the problem to the supervisor.

Baking and Roasting Equipment

Baking and roasting are done in ovens which usually cook food by circulating heated air around it. The two terms refer to the same process even though some foods are called baked, while others are called roasted. Heat is usually provided by electricity or gas. Microwaves and infrared rays are also used. The types of ovens include regular, stack, and convection. Special purpose ovens include revolving or carousel, hearth, pizza ovens, and reconstitution ovens. Newer types of ovens include microwave, impingement, and infrared. See Table 28.3.

Regular or ***general-purpose ovens*** are usually located under the range top. These ovens usually have two shelves. The oven is controlled by a thermostat. Temperatures are marked in 25-degree intervals from 150°F to 550°F. Some ovens have timers that can be set to turn on and off automatically. Using the correct temperature and time are essential when baking and roasting.

Stack ovens are a series of baking shelves stacked one on the other. Each shelf has a separate door. The temperature of each shelf is controlled by its own thermostat.

Convection ovens use a fan to force hot air through the oven. These ovens bake more quickly than regular ovens. Because the circulating air provides even heat, more baking pans can be placed in the oven than in a conventional oven of the same size. Convection ovens may be used to cook most foods which can be cooked in a conventional oven. Convection ovens are also useful for defrosting and heating frozen foods.

Bakeries frequently use a ***revolving*** or ***carousel oven***. The trays inside the oven revolve like a ferris wheel. Baking pans are loaded onto each tray as it comes to the long, narrow, oven door. The trays revolve while the products bake, ensuring a constant, even temperature. Some bakeries use brick-lined, or hearth ovens. ***Pizza ovens*** reach a hotter temperature than conventional ovens. They are equipped with a special high-temperature thermostat control up to 700°F.

The ***reconstitution oven*** is used for rapid heating, especially of convenience foods. The oven has a combination heat and refrigeration cycle. Frozen foods may be stored either in the unit until reconstituting time or moved to the heating unit from the frozen storage area.

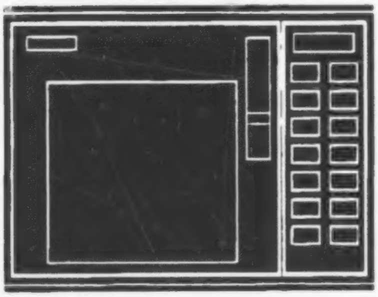
Each day after an oven cools, the oven racks should be removed and any burned on food should be scraped away with a metal scraper. Any crumbs or bits of burned on food should be brushed away with a long-handled brush. The bottom and sides should be wiped with a clean, damp cloth. The outside of the oven should be cleaned with an all-purpose cleaner. Weekly, after following the daily cleaning routine, the racks should be taken to the pot and pan sink to be scrubbed. The oven should be scrubbed out with a long-handled brush that has been dipped in hot detergent solution. A clean damp cloth should be used for rinsing out the oven. At this point the oven racks should be replaced. After the outside of the oven has been cleaned, the metal trim should be dried and polished.

For self-cleaning and continuous cleaning ovens, one should follow the manufacturer's instructions. It is possible to harm these ovens through incorrect care.

Microwave ovens

Microwave ovens cook many foods in much less time than a conventional oven. In foodservice operations, microwave ovens are used where speed is essential. They are used mostly for defrosting and cooking frozen foods, or for warming precooked foods for service. In microwave ovens, microwaves vibrate the molecules of food at very high speeds. This generates the heat which cooks the food. When the food is removed from the oven, cooking continues for several minutes and should be considered part of the total cooking time. Exact timing is essential when cooking in the microwave oven. Microwave ovens are best used for small amounts of food. They are not suitable for browning baked goods or roasts. Metal pans and metal trimmed dishes cannot be used in microwave ovens. Glass, ceramic, china, paper, and many plastics can be used. Food can be heated and served in the same dish.

Spills should be cleaned up in the microwave oven as soon as possible. The soiled area should be wiped with a cloth that has been dipped in hot detergent water and then wrung out. The inside of the oven should be dried thoroughly. The outside of the microwave should be cleaned weekly with a cloth that has been dipped in detergent water and wrung out or with an all-purpose cleaner.



Other Ovens

Other new types of ovens include the impingement oven and the infrared oven. The ***impingement oven*** bakes and browns faster than conventional ovens and takes up less space. Some specialty pizza establishments are being equipped with impingement ovens. Inside the baking chamber of the oven are high-velocity hot-air jets above and below the food that impinge, or sweep away the cooler air surrounding food surfaces. Both gas and electric impingement ovens are available.

The ***infrared oven*** is heated by the radiant heat of an infrared bulb. The bulb emits a very hot light and a shortwave frequency to generate heat inside the baking chamber. The infrared oven is powered by electricity.

Toasters

Toasters are used for toasting bread and heating prebaked items like French toast and waffles. Individual toasters usually toast one to four slices of bread at a time. The bread slices are put into slots, a brownness control is set, and a lever is pushed down to lower the bread slices and turn on the heating element. The bread pops up automatically when it is toasted to the proper degree of brownness. Conveyor toasters are used for toasting large amounts, approximately one loaf of bread at a time. For the ***conveyor toaster***, the bread slices are inserted on a ferris wheel-like conveyor. When the toaster is turned on, the bread slices pass by the heating elements. It shuts off automatically when the bread reaches a preset degree of brownness. Toasters should be wiped on the outside and crumbs removed daily.

As with all equipment, food preparation equipment will need occasional repair. All equipment malfunctions, regardless of how minor, should be reported to the supervisor. Minor repairs made at the first sign of malfunction may prevent injuries and save the foodservice establishment costly major repairs at a later date. Each foodservice establishment will have established procedures for making repairs and contracting for repair work. A job description should outline one's responsibilities for reporting, making, or supervising repairs.

◆ Essential Questions: ◆

Use and Care of Cooking Equipment

1. What safety hazards are associated with using cooking equipment? How can these hazards be avoided?
2. What is the difference between a convection oven and a general purpose one?
3. What are the general guidelines for cleaning and sanitizing equipment?

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Chapter Highlights

- Food preparation equipment includes scales, can openers, cutting equipment, mixing equipment, beverage equipment, and cooking equipment.
- Scales and balances used in foodservice include the spring-type model, the balance scale, the portion scale, and the baker's scale.
- Scales and other equipment can be kept clean by wiping the scales with a damp cloth after each weighing and washing thoroughly at the end of the day.
- Can opener blades should always be clean to prevent bacterial contamination. The can opener should be kept in good repair so that it cuts sharply and leaves no ragged edges.
- The cutting equipment used in food preparation includes the food slicer, the vertical food cutter or chopper, the food processor, and the vegetable peeler.
- Safety precautions should be observed during use and cleaning of all cutting equipment.
- Floor, bench, and table model mixers use a variety of beaters, whips, and other attachments to mix foods.
- Beverage equipment includes coffee brewing equipment, tea dispensers, cold beverage dispensing machines, and ice making machines.
- Beverage dispensers should be cleaned daily and the manufacturer's instructions should be followed for use and care.
- Cooking equipment includes range tops, grills, broilers, deep fat fryers, exhaust hoods, steaming equipment, baking and roasting equipment, and toasters.
- Manufacturers' instructions should always be followed when cleaning cooking equipment. Incorrect care could cause damage to the interior surfaces of ovens.

Chapter 29

Tools and Utensils

Chapter Focus

The following Essential Knowledge and Skill is discussed in this chapter:

14G Select equipment and utensils appropriate for prescribed tasks.

Chapter Vocabulary

- au gratin dish
- brazier
- Carborundum stone
- chafing dishes
- China cap
- cutlery
- double boiler
- meniscus
- paddles
- rechaud lamp
- samovar
- sharpening steel
- sieve
- skimmers
- spring-form pans
- thermometers
- thermostat
- tools
- utensils

A variety of small equipment is used in preparing and serving food. Most small equipment used in foodservice establishments can be classified as either tools or utensils. ***Tools*** are hand-held equipment, such as knives, spatulas, spoons, and turners. ***Utensils*** are containers for holding food. Foodservice employees should report tools and utensils needing repairs to the supervisor.

Many of the tools and utensils used in the foodservice establishment are similar to those used in the home. Those used in commercial foodservice may be larger and more durable, but their uses are the same.

TOOLS AND UTENSILS

Tools are used in all aspects of food preparation. Some are also used in serving food. Foodservice workers should be able to identify the tools available and select the appropriate one for each task.

Measuring

Quality in food production cannot be achieved unless ingredients are carefully measured. Costs cannot be controlled unless foods are carefully portioned or divided into servings of consistent size.

Cups and Spoons. Measuring cups and spoons are used for measuring liquid and dry ingredients that are not weighed. These types of measures include dry measuring cups, liquid measuring cups, and measuring spoons.

A set or "nest" of four U.S. Standard graduated dry measuring cups includes 1 cup, 1/2 cup, 1/3 cup, and 1/4 cup. Those made of stainless steel or aluminum are preferred.

Liquid measuring containers have a rim above the graduated measurements to prevent spilling the liquid. Clear plastic is often used in foodservice because glass chips easily. Liquid measuring containers are available in several sizes including the following:

- 1-cup size with lines indicating 1/4, 1/3, 1/2, 2/3, and 3/4-cup intervals
- 1-pint size with lines indicating 1/4, 1/3, 1/2, 2/3, 3/4, and 1-cup intervals
- 1-quart size with lines indicating cup intervals
- 2-quart size with lines indicating cup intervals
- 1-gallon size with lines indicating quart intervals

The measuring cups also have markings indicating metric measures.

The Meniscus

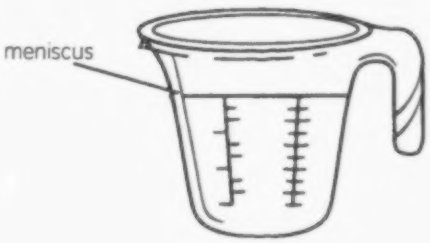


Figure 29.1

Refer to Figure 29.1 which shows how to read the liquid measuring cup. To measure liquid, read the lowest point of the meniscus. The ***meniscus*** is the curved upper surface of a column of liquid. To measure liquid, place liquid measuring cup on a level surface. At eye level, read the lowest point of the meniscus.

A liquid/dry measuring cup is a measuring cup for either liquid or dry ingredients. It has limited use for dry ingredients because only full cup measurements can be leveled off. The 1 cup measure has fractions indicated by ridges on the outside and grooves on the inside.

A measuring and mixing bowl set consists of 1 cup, 1 1/2-pint, and 2-quart containers that have tapered pouring spouts. These bowls can be used both for measuring and mixing.

Measuring spoons are used for measuring small amounts of liquid or dry ingredients. A U.S. Standard graduated set includes 1/4 teaspoon, 1/2 teaspoon, 1 teaspoon, and 1 tablespoon. Some sets include a 1/8 teaspoon as well.

When using cups and spoons for measuring, observe the following guidelines:

- Use cups which have the rim above the "full cup" line and a pouring lip or spout for measuring liquids.
- Use cups without the rim or pouring lip for measuring dry ingredients and shortening.
- Use graduated spoons for measuring small amounts of liquids and dry ingredients.
- Use larger measures, whenever possible, to avoid filling the smaller measure several times.

When measuring specific ingredients using cups and spoons, the following guidelines will ensure accuracy:

- Flour– Usually weighed or stirred and measured in large quantities. In smaller quantities, sift flour before measuring to make it light and to remove any lumps. Spoon or scoop sifted flour gently into the cup. Do not shake, pack, or hit the side of the measuring cup. Move a straight-edged knife or spatula across top edge of measuring container to remove excess flour. Refer to Figure 29.2.
- Confectioner's sugar – Measure in the same way as flour.
- Brown sugar – Pack firmly into measuring container (unless stated otherwise) to ensure accuracy of the measurement. When loosely packed, the amounts of brown sugar vary from one measuring to the next.
- Fats (solid) – Measure by pressing firmly into measuring container and leveling off.
- Liquids – Place measuring cup on a flat surface and read measurement at eye level.
- Few grains, speck, pinch – Use amount of the ingredient that can be held between thumb and forefinger.
- Fractions of a teaspoon or tablespoon – Fill and level correct size measuring spoon. If the correct size spoon is not available, use a full teaspoon or tablespoon. Run a knife lengthwise through the center of the spoon for a 1/2 spoonful measure and then crosswise through the center of the spoon to divide the ingredients into 1/4 spoonfuls.

When caring for measuring equipment, observe the following practices:

- Wash thoroughly after each use.
- Use plastic measures carefully because they warp easily and are then no longer accurate.
- Handle glass measures carefully because they chip easily.
- Care for measuring spoons by using them only for measuring not for mixing or stirring.
- Store measuring equipment carefully because bent measures are no longer accurate.

Procedure for Measuring Flour

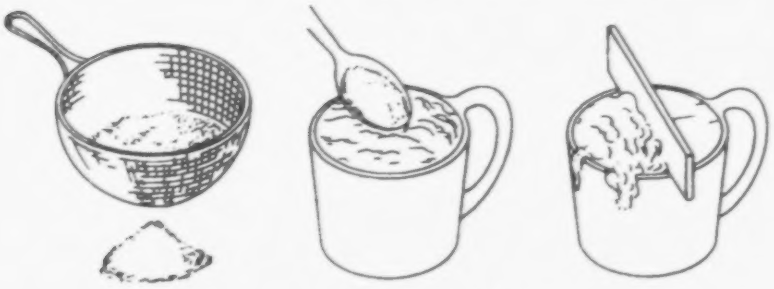


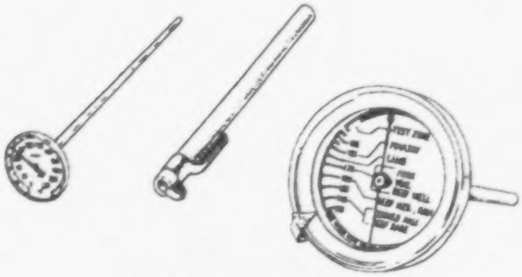
Figure 29.2

Source: *Introductory Foods*, M. Bennion, Copyright © 1995 by Prentice Hall. Reprinted with permission of Prentice Hall.

Thermometers

Thermometers are used in foodservice to measure the temperature of food, fat, and air. A confectionery thermometer is used to measure the temperature of frosting or candy during preparation. A probe-type meat thermometer is inserted into a large piece of meat, such as a roast or poultry, to measure its internal temperature while cooking. A dial-type thermometer is used for checking the temperature of the air inside ovens, refrigerators, and freezers. A deep-frying thermometer is used to check the temperature of fat used for deep-fat frying. Instant-read thermometers also are used by many chefs.

Ovens, refrigerators, freezers, and deep fryers are equipped with regular type thermostats. A ***thermostat*** is a device that automatically measures and adjusts the temperature. However, the accuracy of thermostats should be checked with a thermometer regularly. Examples of thermometers are shown in Figure 29.3.



⇨ ***Figure 29.3***

Cutting Tools

Cutlery or cutting tools are essential in every kitchen. There are so many types of knives and cutting devices that selecting the right one for a particular task can be a puzzling experience. Each has been made for specific uses. Selection of the best cutting tool for each task can make the job easier and help ensure that the task is done correctly.

Knives

Illustrations and purposes of some of the most commonly used knives, their common sizes, and their common uses are described in Table 29.1.

Knives which are kept sharp are both easier and safer to use. Less pressure is required when the knife is sharp, and there is less danger that the knife will slip. A ***Carborundum stone*** is used to sharpen knives. A ***sharpening steel*** is used to true, which means to smooth out irregularities on the cutting edge of a knife that is sharp. The steel may be flat, cylindrical, or oval and may have a steel shaft.

Knives should be stored in slotted wood or rubber racks. The racks should be mounted on the wall in an accessible place. Knives should never be stored in drawers.

Other Cutting Tools

A variety of other cutting devices are used in food preparation. One of the most useful is a 6-inch floating blade peeler. A peeler may be used for peeling and for slicing thin strips of fruits and vegetables. It may also be used for removing the core from fruits and vegetables. A grater is used to grate, shred, slice, and serrate foods, such as carrots, cabbage, and cheese. It may be either square or flat with different shapes and sizes of slots or grids. Utility shears are used for snipping parsley, cutting garnishes, and trimming pastry and many other kitchen tasks. Specialized cutters and slicers include cheese cutters, egg slicers, butter cutters, tomato slicers, potato cutters, and ballers. Also included are biscuit, doughnut, cookie and other cutters used in baking.

Hard rubber or plastic cutting boards are used in foodservice establishments. These boards are more sanitary than wooden ones. Wooden cutting boards may harbor bacteria which can be transferred to other foods cut

Knives Commonly Used in Foodservice

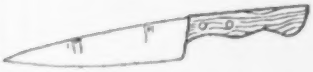
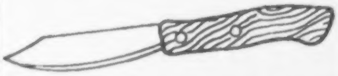
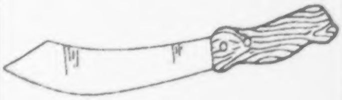
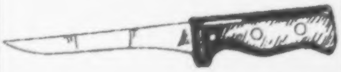
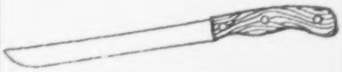
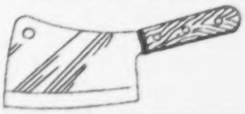
Knife	Description	Uses
French Knife 	8 to 12 inch blade of carbon or stainless steel	Slicing and cutting raw fruits and vegetables; slicing hot or warm meat; chopping small quantities of materials, such as parsley, onions, and nuts; dicing and mincing recipe ingredients
Paring Kinfe 	3 to 3 1/2 inch blade of carbon or stainless steel	Paring fruits and vegetables; removing eyes from potatoes
Butcher Knife 	slightly curved, heavy, and rigid with a blunt tip	Disjointing fowl; preparing spareribs, pork loin; cutting brisket, short ribs from rib roast, chuck roast, rump roast; cutting lobster, crawfish; scaling fish, removing head of fish; cutting sweet potatoes, cabbage, watermelon, squash
Boning Knife 	5 to 6 inch blade made of stainless or carbon steel; wooden or plastic handle	Disjointing fowl, separating meat from bone, dicing raw meats, coring lettuce
Slicer Knife 	10 to 16 inch carbon or stainless steel blade, which may be serrated; wooden or plastic handle	Slicing tomatoes, lettuce wedges; slicing roast or ham; cutting cakes or sandwiches
Bread Knife 	9 inch blade with serrated edge	Slicing bread or cake
Cleaver Knife 	7 inch heavy, thick oblong blade	Splitting heavy bones and joints, cutting chickens into serving portions; opening lobster

Table 29.1

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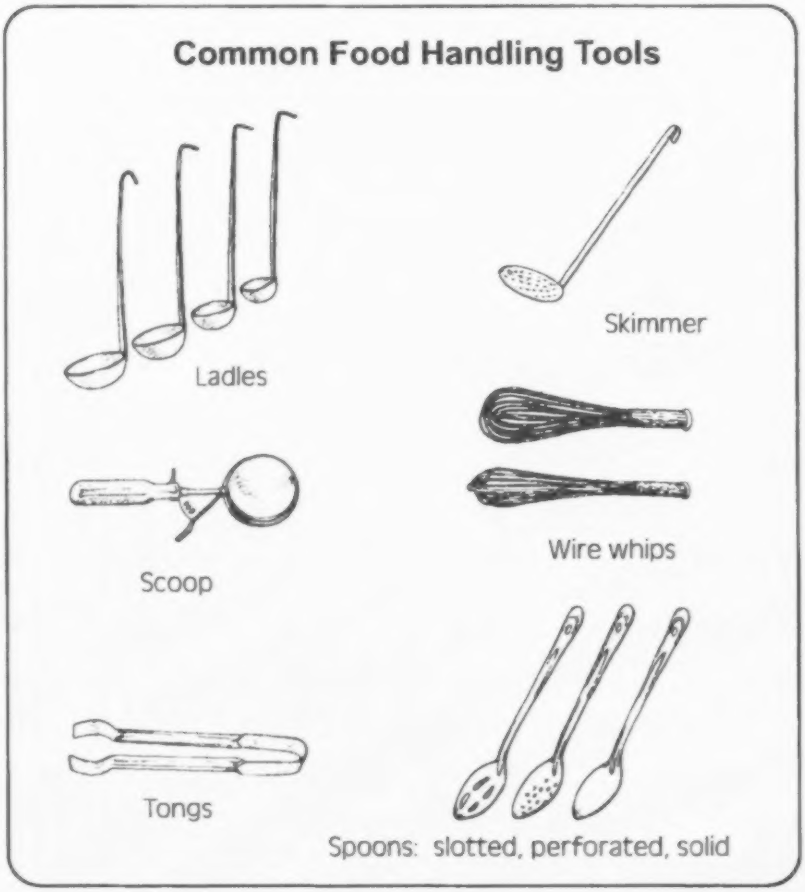
on the board. It is recommended to use color coded cutting boards to prevent cross-contamination. For example, use a yellow color-coded cutting board for poultry and a blue color-coded cutting board for salads.

Food Handling Tools

Tools used for handling food include spoons, ladles, scoops, spatulas, tongs, and forks. These tools are used for stirring, lifting, and turning food during preparation. They also are used for portioning and serving food. See Table 29.2 for illustrations of common food handling tools.

Spoons, Skimmers, and Paddles. Spoons may be made of wood, stainless steel, or plastic. They may be solid, slotted, or pierced. Wooden spoons are used for stirring, mixing, creaming, tossing, folding, and serving. Solid spoons are used to lift foods, including the liquid, out of the pot. They are also used to spoon liquids over foods. Slotted or perforated spoons are used to lift foods out of the liquid in which they were cooked. ***Skimmers*** are used to remove scum, grease, or other items from the top of stocks, gravies, and other liquids. They are also used to lift food out of hot liquid. Long-handled wooden or metal ***paddles*** are used to stir food in deep pots and steam kettles.

Ladles. Ladles are used for transferring foods from one container to another. They are often used for lifting soups, gravies, and sauces. Ladles are also used for portioning



Common Food Handling Tools

➪ *Table 29.2*

these foods. Ladles are made of stainless steel. They come in a variety of sizes from 1/2-ounce to 32 ounces to aid in portioning various foods.

Scoops. A scoop is a metal half-balled shaped cup with a movable strip on the inside of the cup. The strip is operated by a clip on the side of the handle. The strip scrapes the food out of the cup when the clip is pressed. Scoops are used to fill muffin cups or drop cookie dough on baking sheets. Some deep-fried foods are also portioned with scoops.

Scoops also measure serving portions. Numbers are used to indicate different scoop sizes. The number indicates the number of servings per quart. For example, a No. 8 scoop equals eight servings per quart. The larger the number, the smaller the scoop. Table 29.3 gives common scoop sizes.

Spatulas. Spatulas are actually flexible blade knives. Their blades are dull and have a rounded tip. Spatulas are used to level off ingredients when measuring. They are used to remove food from flat pans. They are also used for spreading frostings, sandwich fillings, butter, salad dressing, and other soft foods. Several spatulas commonly used in food preparation are narrow spatulas, wide spatulas, pie knives, and sandwich spreaders. Plastic or rubber spatulas are used for scraping bowls.

Larger offset spatulas or turners are used to turn meat, pancakes, potatoes, and other foods while browning. The offset or bend keeps the hand away from the hot surface. The turner's blade may be solid or perforated. Turners can also be used as a scraper to remove grease and other materials. They are made of stainless steel or plastic and have a thin flexible blade.

Tongs. Tongs are used for both preparing and serving food. They are used to turn meat while broiling and to lift vegetables, like corn-on-the-cob, from a steamer or hot liquid. They are also used to serve food without touching it with the hands. Ice tongs are used for serving ice cubes.

Forks. Two-tine or cook's forks are used for turning meat while browning or cooking. Forks are also used to hold meat and other foods while they are sliced.

Common Scoop Sizes

Scoop Number	Weight		Measure	
	Metric	Customary	Metric	Customary
8	142 g	5 oz.	125 ml.	1/2 c.
10	113 g	4 oz.	100 ml.	2/5 c.
12	85 g	3 oz.	83 ml.	1/3 c.
16	57 g	2 oz.	62 ml.	1/4 c.
20	47 g	1 2/3 oz.	48 ml.	3 1/5 T.
24	43 g	1 1/2 oz.	40 ml.	2 2/3 T.
30	35 g	1 1/4 oz.	33 ml.	2 1/5 T.

⇨ *Table 29.3*

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Beating and Whipping

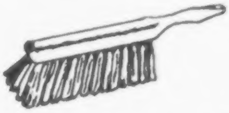
Rotary beaters are used for beating small quantities of eggs or batter. Wire whips or whisks are used for whipping and blending. They are used for whipping egg whites, cream, and batter, and for blending gravies, sauces, and soups.

Brushing

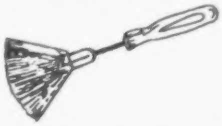
Many kinds of brushes are used in foodservice operations. Brushes are used for spreading ingredients, removing substances from surfaces, and cleaning food, utensils, and equipment.

Pastry brushes are used for spreading melted butter or thin mixtures, like icings or egg and water. They have soft bristles.

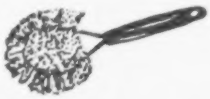
Bench brushes are used for brushing away excess flour. They have long, soft bristles.



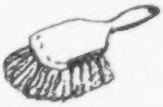
Grease brushes are used for removing grease from soups, stocks, and sauces. They have special bristles for attracting grease.



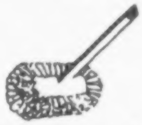
Vegetable brushes are used for cleaning vegetables and fruits. They have stiff bristles.



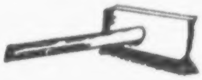
Pot brushes are used for cleaning food from pots and pans. They have metal bristles.



Kettle brushes are used for cleaning deep kettles. They have stiff bristles and a long handle.



Oven brushes are used for removing crumbs from the oven floor. They have soft bristles and a long handle. They may have a scraper opposite the brush.



Baking

Several specialized tools are used in preparing baked products. A sifter is used to sift flour or powdered sugar and to blend dry ingredients. A pastry blender is used to cut shortening into flour. A rolling pin is used to roll out pastry, rolls, and cookies. A dough scraper is used to scrape the dough from the board. Pastry bags are used to make shaped pastries and decorations. The bag is used with a variety of tips or tubes designed to create different shapes when a soft food like icing is squeezed through it. A pastry wheel is used for cutting pastry. An edger or crimper is used for making a decorative edge on pie crusts and pastries.

◆ Essential Questions: ◆ Tools and Utensils

1. What is the difference between tools and utensils?
2. What are the different types of thermometers used in foodservice operations?
3. How are the different size scoops used in foodservice?

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UTENSIL SELECTION

Utensils are containers used to hold food. Utensils include bowls, pots and pans, pitchers, and a variety of other containers. Table 29.4 shows common utensils used in foodservice operations.

Storing

Bins are used for storing large amounts of staples in foodservice operations. They are usually on casters for easy moving. Heavy plastic storage containers with snap-on covers are used to keep food from drying out.

Mixing and Molding

Bowls are used for mixing and combining ingredients. Bowls may be assorted sizes and shapes. In foodservice operations, the bowls are made of stainless steel because they do not break.

Molds come in a variety of shapes and are used for gelatins and desserts. Molds may be made of copper, aluminum, glass, or earthenware. Almost all foods shaped in molds are served cold.

Shaking and Straining

Some containers used in foodservice have holes through which food is shaken or which separate solids from liquid. A salt shaker is a common example of a shaker. Mesh strainers in a variety of sizes and shapes are used for separating solids and liquids. The mesh varies from fine to coarse. A ***sieve*** has similar uses, but is a stainless steel perforated cup. A colander is a perforated stainless steel bowl with feet or a base and handles for lifting. It is used to drain cooked foods, like pasta, and to rinse salad greens and berries.

A ***China cap*** is a perforated cone-shaped bowl with a long handle and a hook for hanging it on the side of a pot. It is used for straining liquids from solids when making soups and gravies. It also is used to puree foods. A pointed wooden mallet is used to force the food through the strainer.

Cooking

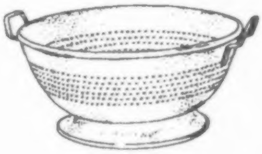
Frying pans, skillets, or sauté pans are used for cooking foods in a small amount of fat. Saucepans are used for cooking small amounts of sauces, vegetables, or other foods. Saucepans have straight sides, long handles, and covers. Stock pots are used for cooking larger amounts of food, like soup, chili, spaghetti, or corn-on-the-cob. They have deep, straight sides, a handle on each side, and a cover. A ***double boiler*** is used for foods which must be kept below the boiling point, such as puddings and sauces. A double boiler is also used to keep foods warm without overcooking. It has two sections, the lower one for water, the upper one for the food. It is used with a cover. A ***brazier*** is a large covered utensil used for braising meats and poultry.

Baking and Roasting

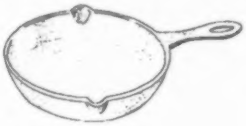
A variety of pans are used for baking and roasting. Baking pans are shallow, rectangular pans. They are used for foods like macaroni and cheese, roasted meats, cakes, and gelatin salads. Roasting pans are rectangular pans with deep sides used for roasting meat, poultry, and fish. A trivet or roasting rack is usually placed on the bottom to hold the meat out of the juices. Roasting pans usually have a deep cover. Pizza pans are shallow, round pans used for baking pizza.

Cake pans may be round or square. Round pans are used for layer cakes. Square ones are used for coffee cakes or one layer cakes. ***Spring-form pans*** come with or without a center tube. The latch on the side of the pan is opened after baking for easy removal of the cake. A similar pan with a removable tube is often used for angel food cakes. Rectangular baking sheets are used for baking cookies, rolls, and biscuits. Loaf pans are used for baking loaves of bread. Muffin pans are used for baking corn muffins, rolls, and breakfast muffins.

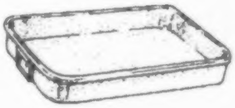
Common Utensils Used in Foodservice Operations



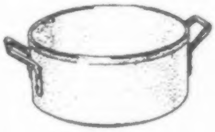
Colander



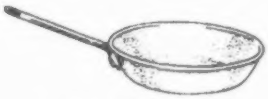
Cast iron skillet



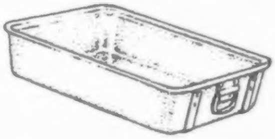
Bake pan



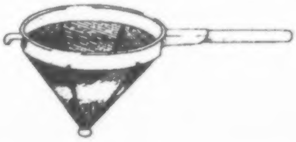
Brazier



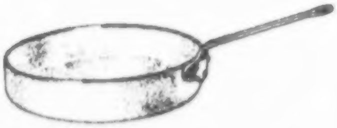
Slope-sided sauté pan



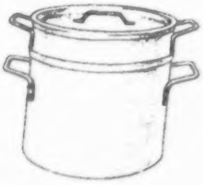
Roasting pan



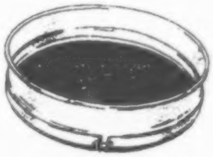
China cap



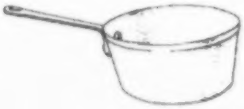
Straight-sided sauté pan



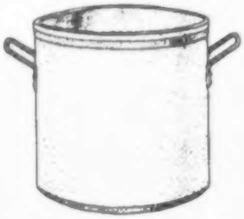
Double boiler



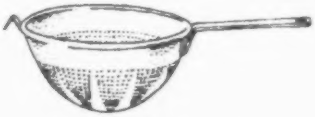
Sieve



Saucepan



Stock pot



Strainer

➪ ***Table 29.4***

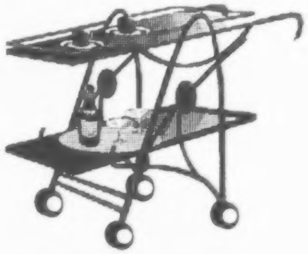
TRANSPORTING EQUIPMENT

A variety of small equipment is needed for transporting and serving food and beverages. Maintaining quality, safety, sanitation, and appearance are the major objectives involved in transporting food.

The type of foodservice system determines what type of equipment is needed to transport food from one location to another. Food carts and carriers are essential for the safe transportation of food.

To and From the Dining Area

Carts are useful for moving items to and from the dining area in a restaurant or cafeteria. The bussing cart is used for storing and bussing items in the dining area. The service wagon is used for cooking near the table or keeping foods warm in the dining area. The dessert or pastry cart is used for displaying these items to customers at their tables. Food carriers are used for transporting foods within a large establishment like a hotel or to another location off site.



Large establishments must sometimes keep foods or beverages hot for a period of time. Containers called food warmers are used to keep foods warm. The ***samovar*** dispenses hot liquids, such as coffee or tea. Containers are utility thermal beverage containers (usually three or five gallon) that keep beverages hot for serving and transporting. ***Chafing dishes*** are often used on buffets. A chafing dish is a pan for preparing or keeping foods hot at the table. A portable or canned heat source, sometimes called a ***rechaud lamp***, is usually used under the chafing dish to keep it warm. A steam pan heated by an electric calrod unit or lighted wicks in a flammable alcohol may supply the heat for some chafing dishes.

Various other utensils are used for serving. Pitchers are used for both hot and cold liquids. Common ones include a coffee server, a water or juice pitcher, and a gravy boat. Large serving dishes are used for buffets or large groups. Individual table items include salt and pepper shakers, containers for sugar and sweetener, cream pitchers, and bread baskets.

Sometimes main dishes are cooked and served in the same containers. Casseroles or egg dishes may be served in an ***au gratin dish***, which has a browned or crusted top usually of breadcrumbs, cheese, or a rich sauce. A sizzle platter, a platter with a preheated removable liner, may be used to serve hot foods like steak or Mexican food.

In Hospitals and Long-term Care Facilities

Hospitals and long-term care facilities often use carts that are equipped with temperature-control devices. Combination hot and cold carts are loaded with the correct number of served trays and then transported. The carts are delivered to each floor or wing of the facility. The cart is plugged in to maintain correct temperatures while the trays are served from the cart to the patients. The cart may also have a container with a spigot for serving beverages or soups.

Bulk food carts are used to move larger amounts of food from a central kitchen to another location where the food is served. These carts are used in some hospitals where trays are made up in floor kitchens and delivered to patients.

To the Catering Site

Banquet carts may be used by caterers and large hotels and motels to transport served plates to the location of the banquet.

Plates are covered with domed covers and stacked on shelves in the cart or food warmer. Bakers may place baked products on trays in a tall bakery cart for transporting.

Equipment, such as glassware, dishes, cooking utensils, and flatware, may be transported in carrying cases. Heavy cardboard, wire or stainless steel glass racks, or wooden boxes with dividers may be used for packing glassware. Heavy cardboard boxes may also be used for packing flatware, kitchen utensils, and other nonbreakable items, such as linens and paper goods. Some dishes and serving platters may need to be wrapped in cloth before being placed in carrying cases.

◆ Essential Questions: ◆
Transporting Equipment

1. What types of small equipment are used for transporting and serving food in restaurants and cafeterias?
2. What types of utensils are used for shaking and straining, cooking, baking, and roasting?

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Chapter Highlights

- Tools are hand-held equipment, while utensils are containers for holding food.
- Measuring cups and spoons are used for measuring liquid and dry ingredients which are not weighed. Both the appropriate container and the appropriate measuring technique must be used to ensure accuracy.
- Thermometers are used in foodservice to measure the temperature of food, fat, and air. The types of thermometers include confectionery, meat, deep-frying, and dial-type. The accuracy of oven, refrigerator, freezer, and deep fryer thermostats should be checked regularly with a thermometer.
- Knives commonly used in foodservice include French knives, paring knives, butcher knives, boning knives, slicers, bread knives, and cleavers. A Carborundum stone is used to sharpen knives. A sharpening steel is used to true knives. A hard rubber or plastic cutting board is used for sanitary reasons. For safety, knives should be stored in racks.
- Other cutting devices used in foodservice include peelers, graters, utility shears, and a variety of specialized cutters and slicers.
- Tools for handling food include spoons, ladles, scoops, spatulas, tongs, and forks.
- Small equipment used for beating and whipping food includes rotary beaters and wire whips or whisks.
- Many kinds of brushes are used in foodservice operations including pastry brushes, bench brushes, grease brushes, vegetable brushes, pot brushes, kettle brushes, and oven brushes.
- Several specialized tools used in preparing baked products are a sifter, pastry blender, rolling pin, dough scraper, pastry bags, pastry wheel, and edger/or crimper.
- Bins and other storage containers are used for food storage.
- Bowls are used for mixing and combining ingredients, while molds are used for shaping gelatins and desserts.
- Containers for shaking and straining include shakers, strainers, sieves, colanders, and China caps.
- Foods are cooked on top of the range in pots and pans. Common ones include frying pans, skillets, sauté pans, saucepans, stock pots, double boilers, and braziers.

Chapter 30

Regulations, Legislation, and Policy

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.

4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.

Chapter Vocabulary

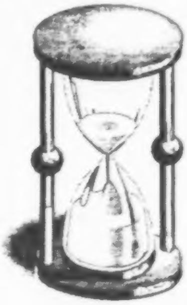
Americans with Disabilities Act (ADA)
compensation
Fair Labor Standards Act
Federal Trade Commission (FTC)
Food and Drug Administration (FDA)
foreign or natural test
hoteliers
implied warranty
innkeepers
liable
misdemeanor
public houses
reasonable expectations test
truth-in-menu laws
United States Department of Agriculture (USDA)
universal design
walking the guest

Knowledge about the basic laws and legal principles of the hospitality industry helps employees understand why policies are in place at hotels and food and beverage operations. Most policies are there to help hospitality businesses obey the law while serving customers and protecting their business interests.

Laws are necessary. They regulate businesses, society, and individuals so that all have the opportunity to receive fair and equal treatment and protection. Laws help resolve conflicts between two parties and help improve business management. Laws also mandate safety standards to prevent injuries, illness, or death.

THE HISTORY OF LAWS IN HOTEL OPERATIONS

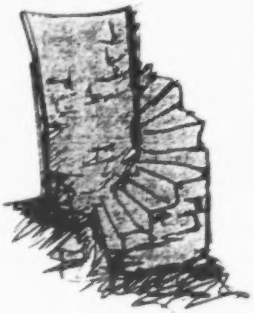
Laws affecting the hospitality industry today evolved from the Middle Ages or the Medieval period in England's history. Research shows that the early inns had regulations. In sixteenth century England, there were written guidelines limiting the number of people in a bed, and animals were not allowed in certain rooms. Due to changes in lifestyles and technology, some laws have been modified and updated by new legislation or legal decisions.



In the Middle Ages, travelers were subject to great dangers during their journey. Roads were impassable for loaded wagons, individuals were exposed to severe weather conditions, and people traveled by foot or horseback. Thieves were common. Because roads were usually impassable for loaded wagons, goods had to be moved by horseback. Travelers packed lightly in order to carry their belongings. Therefore, travelers were unable to carry much food. Thieves hid in the forests along the roads and eagerly attacked travelers. Thieves usually attacked at night unless they found someone traveling alone during the day.

Before nightfall, a traveler had to find a house along the road for food, shelter, and protection from danger. At first, the houses where travelers stayed were private family homes whose occupants allowed the traveling strangers to stay the night. Homeowners later designated their homes as ***public houses***, for the purpose of receiving traveling guests and providing them with food, shelter, and protection. Public houses eventually became the English inns, establishments that provided lodging for travelers.

Since their profession evolved to fill a need of the public, owners of public houses were subject to new laws regulating their business operations. Some ***innkeepers***, owners or managers of inns, were not honest and would rob their guests as they slept. Sometimes innkeepers were selective about whom they would admit into their public houses for the night. They would turn away some travelers who then had to continue their search for shelter as nightfall approached and the risk of danger increased.



After people complained to the king of England about being mistreated by innkeepers, Parliament passed the first laws regulating public houses. These laws stated that public houses provided a public service and should serve all travelers seeking the service without injustice and in a way that would be fair to the innkeeper. The laws required innkeepers to admit any traveler who asked to be a guest at a public house or inn. The innkeeper's public duty extended only to travelers.

Although the innkeeper was the owner, any employee of the inn was held liable for violations of the law. It was the innkeeper's duty to provide protection not only from outside thieves and danger, but also from strangers staying at the inn. Most of the time, many travelers slept in the same room. An innkeeper who gave a guest a private room and a key was only responsible for protecting the guest from dangers outside the room. Innkeepers also were responsible for the conduct of their guests.

Laws governing inns continued though the years and are the basis for all laws pertaining to innkeepers today. Owners and managers of hotels today are called ***hoteliers***.

Like hotel owners of today, innkeepers who failed to uphold their public obligations years ago were ***liable***, which means they were legally responsible for problems that resulted.

An innkeeper's basic duty was to provide shelter, protection, and food for travelers. Other legal duties that have evolved for hoteliers include the following:

- to admit the public, with few exceptions, without discrimination
- to receive minors and other persons incapable of making binding contracts
- to receive guests twenty-four hours a day, seven days a week
- to charge reasonable rates for services
- to receive strangers who are guests of guests
- to provide satisfactory facilities
- to protect guests and their property from injury and damage

◆ **Essential Questions:** ◆

The History of Laws in Hotel Operations

1. What is the history behind modern lodging laws?
2. What would a hotel stay be like without the laws described above? Write a brief description of what might occur if there were no laws for the hospitality industry.

MODERN LODGING LAWS

Today, if a hotelier refuses to receive or serve a guest, the action is considered a misdemeanor. A ***misdemeanor*** is a criminal offense that is punishable by a fine or a brief jail term. A hotelier may refuse to serve a guest only if there are no accommodations available, if the guest displays improper conduct, if the guest exhibits a difficult character or condition, or if the guest is not able to pay for charges that would be incurred. However, the hotelier must prove that the prospective guest is unfit. Because the hotelier is responsible for protecting all guests, a hotelier may refuse admittance to a guest who could put the other guests in danger. Table 30.1 details court cases that mandated guest safety standards.

Guests who stay longer than the agreed term may be notified that their rooms have been reserved for other guests. Usually, the front desk can arrange other accommodations. The room may have been reserved and confirmed for certain days by another party, and the hotel must honor that contract. This problem often occurs in popular hotels that have rooms that are in demand. However, hotel owners and managers try to inform guests at check-in time, so problems can be avoided.

When a guest is ill, the hotelier is responsible for contacting a physician to provide medical treatment. If a guest is seriously ill and refuses treatment, or if the guest has a contagious disease, then the hotelier has the guest moved to a hospital. Hoteliers are responsible for protecting all guests by providing reasonable care for the prevention of disease or injury at the hotel.

A hotel can be liable or negligent because of a guest's misconduct. However, the hotelier

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Types of Security Standards and Related Court Cases

Court-Mandated Security Standards	Pertinent Case Citation
Physical or Property-Related	
Install and regularly inspect locking systems that provide more than minimal security	• *Garzilli v. Howard Johnson Motor Lodges* • *Kveragas v. Scottish Inns, Inc.*
Provide adequate lighting in hallways and other areas open to guests	• *Boles v. La Quinta Inns*
Use remote monitoring by television or other surveillance systems	• *Virginia D. v. Madesco Investment Corp.* • *Orlando Executive Park, Inc. v. P.D.R.* • *Peters v. Holiday Inns*
Control access to guest areas to exclude unauthorized persons	• *Virginia D. v. Madesco Investment Corp.* • *Nordmann v. National Hotel Company* • *Orlando Executive Park, Inc. v. P.D.R.* • *Peters v. Holiday Inns*
Personnel-Related	
Employ security personnel who patrol guest room floors and other hotel areas	• *Virginia D. v. Madesco Investment Corp.* • *Nordmann v. National Hotel Company* • *Banks v. Hyatt Corp.* • *Orlando Executive Park, Inc. v. P.D.R.* • *Peters v. Holiday Inns*
Employ armed security guards in operations that have high rates of criminal activity in the area	• *Taco Bell, Inc. v. Lannon*
Provide training and instruction for security personnel who are armed	• *Harris v. Pizza Hut of Louisiana, Inc.*
Train the staff in procedures for reporting and dealing with criminal activity when such is discovered by hotel personnel	• *Nordmann v. National Hotel Company* • *Boles v. La Quinta Inns* • *Harris v. Pizza Hut of Louisiana, Inc.*
Administrative and Procedure-Related	
Monitor and be aware of criminal activity in area of operation	• *Banks v. Hyatt Corp.* • *Taco Bell, Inc. v. Lannon* • *Peters v. Holiday Inns*
Establish system for advising guests of dangerous areas and/or criminal activity around the hotel	• *Banks v Hyatt Corp.* • *Orlando Executive Park, Inc. v. P.D.R.*

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⇨ ***Figure 30.1***

is not responsible for a guest's own negligence.

Hoteliers are responsible for guests' property, especially property given to a hotelier for safekeeping. The hotelier also is responsible for any property brought by the guest to the hotel. However, to protect the operation from large financial loss due to liability claims for lost or damaged guest property, most states have laws that limit the amount of ***compensation***, which refers to something given to make amends for a loss or damage. These laws are called limitations of liability, and they limit the amount of money or compensation a guest receives from a hotel for loss of property.

In order to protect itself from liability, a hotel must post the limitation of liability notice in a conspicuous place, such as on the door or near the night stand at eye level in each guest room and provide a safe or vault for storage of valuables. If the notice is not posted in a conspicuous place, then the hotelier is fully liable for guests' property.

Hoteliers, like everyone else, are bound to keep contracts. Confirmed room reservations are considered contracts between hoteliers and guests, which must be honored. Confirmation numbers are issued after the guest has guaranteed payment, usually with a credit card. Reserved rooms or rooms being repaired are considered occupied rooms in daily room counts. Hoteliers cannot sell reserved rooms to other travelers, even if the rooms go unoccupied. If a confirmed reservation arrives and no rooms are available, the hotel operation has an obligation to help the guest locate another room. Guaranteed reservations are paid by the hotel if the guest is "walked." Turning away a guest and sending him or her to a competing hotel is known as "***walking the guest.***"

Safety Laws

State laws and local fire codes mandate that fire safety and other safety measures are in place and maintained in hotels. These laws require the following:

- fire escape ladders or stairways
- fire extinguishers
- smoke detectors in rooms and corridors
- well-marked and lit signs marking all exits and escape routes
- types of activities allowed in rooms and public spaces, such as cooking
- the number of people allowed in banquet rooms or public spaces in order to be able to evacuate in an orderly and safe manner in case of a fire
- fire escape routes for each room posted in a conspicuous location
- security bars installed on windows must have a safety release to allow them to be opened from the inside
- elevators that meet minimum safety standards and are inspected and serviced regularly

Most states have sanitation laws that apply to lodging as well as to foodservice. Sanitation laws require the following:

- a safe and consistent water supply for the hotel
- ice machines that are available for guests and are clean and maintained
- properly functioning plumbing fixtures installed in guest rooms and public spaces

- guest rooms that are cleaned and sanitized after guests check out and before a new guest checks in
- freshly laundered sheets and towels

Accommodating Guests with Disabilities

The ***Americans with Disabilities Act (ADA)*** requires that public facilities be fully open and accessible to disabled persons. Buildings in existence before the law went into effect in 1992 must be modified as necessary by adding wheelchair ramps, automatic doors or wide doors, wheelchair-accessible restrooms, Braille signs on doors, and many other accommodations. New buildings are built with universal design features. ***Universal design*** is the design of products and environments that are usable by all people to the greatest extent possible, without the need for adaptation or specialized design. One example of universal design is a new building with ground-level entrances instead of ramps so that everyone can enter the building the same way. Other examples include use of wide doors to accommodate wheelchairs, pull-down cabinets, adjustable sinks and counters, single-level faucets, and electronically controlled windows and lights.

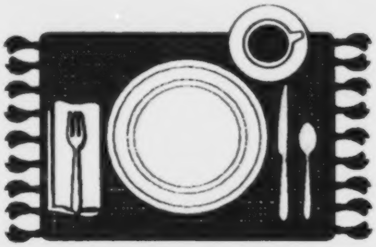
The ADA is different from most hospitality laws in the way it is enforced. Most laws are enforced by fines, loss of licenses, or even jail sentences. The ADA is enforced by the threat of lawsuits. Businesses that do not make a reasonable effort to accommodate disabled persons may be sued for damages or be forced to make building modifications. The threat of paying large amounts of money to settle lawsuits, paying legal fees, the disruption of business, and bad publicity that could accompany a lawsuit is usually enough to prompt hospitality facilities to comply voluntarily with the law.

◆ *Essential Questions:* ◆
Modern Lodging Laws

1. What is a confirmed room reservation?
2. If guests have valuable property among their belongings, what should they do to protect it?
3. How does universal design prevent drawing attention to disabled persons?

REGULATIONS FOR FOOD AND BEVERAGE OPERATIONS

Food and beverage operations may be selective about the customers they admit. The only limits are related to maintaining civil rights and the operational policies. Federal, state, and local codes also add restrictions to conform to health and safety standards for consumer protection.



Legal expectations of food and beverage facilities include the following:

- to admit customers
- to operate the business in a manner that protects customers from being harmed at the establishment
- to sell products and services in an appropriate manner

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Food and beverage operations have the following legal rights:

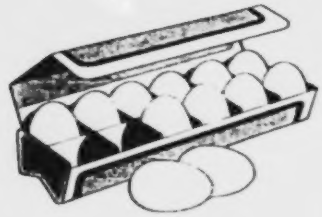
- to refuse admittance and service to prospective customers
- to remove customers who are considered a threat or annoyance to other customers, employees, or the property
- to restrict the sale of products or services

Federal Agencies

The ***Food and Drug Administration (FDA)*** is a federal agency whose duty is to require truthful and informative labeling of products. They also ensure proper packaging, enforce food and beverage standards to protect against misrepresentation, and regulate food safety. The FDA seizes products and stops the sale of the products that violate regulations. The FDA also prosecutes violators.

The ***Federal Trade Commission (FTC)*** is a federal agency whose duty is to investigate unfair methods of competition in business. The agency also investigates corrupt advertising and prosecutes those who are charged with these practices. The FTC works to stop false advertising. This agency also regulates certain aspects of franchising, which directly relates to foodservice facilities.

The ***United States Department of Agriculture (USDA)*** is a federal agency that establishes and enforces food product standards. It also inspects and grades food products. The USDA's standards affect buying of raw products by foodservice operations. Grading helps the buyer determine the quality of food products, such as eggs and grade of meat.



The Health Department

The local health department issues health permits to food and beverage operations. It has the authority to decide whether food and beverage operations should or should not have permits due to their compliance with health codes. Without a health permit, a food and beverage operation is not be able to conduct business.

Health department officials inspect hospitality facilities to see that they comply with all health code and regulations. If an official finds any violations of health codes at the hospitality facility, he or she will either close the operation down temporarily or give the business a certain time limit to correct the violations. The health department closes down facilities that do not correct violations within the amount of time given.

Truth-In-Menu Laws and Food Fitness Laws

Truth-in-menu laws are laws and guidelines developed by the government that specify truthful advertising of products on a menu. These laws do not allow food and beverage operations to misrepresent their food products on menus or any other form of advertising. This misrepresentation is considered fraud unless the customer is fully informed of any changes. The laws protect customers from receiving food products that are of lower cost or quality than the product they thought they were paying for.

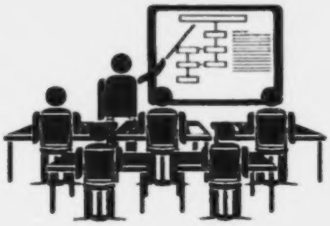
Customers of food and beverage operations assume that meals they order are fit to eat. Foodservice operations give customers an implied warranty, which means that the food and beverages they purchase are fit for human consumption and contain no harmful material. An ***implied warranty*** is an unspoken guarantee. If the food is not fit for consumption, the food and beverage operation can be liable and the customer can receive reimbursement for damages and injuries he or she may have received. However, the customer must prove that an illness or injury was caused by a harmful material in the food and that the unfit food was the sole cause for the illness or injury. There are two types of tests for food quality.

The ***foreign or natural test*** is a test that determines if an ingredient or object found in food is natural or foreign to the food product. If the object is natural to the food product, then the food is usually considered fit for consumption. If the object is foreign, the food and beverage operation is liable to the injured customer. A bone chip found in a piece of hamburger meat is natural to that food product and not considered a foreign object. In some states, a natural object causing a food to be unfit for consumption is not a cause for liability. However, other states impose a liability on the food and beverage operation due to the reasonable expectation test.

The ***reasonable expectation test*** is a test applied to the food in its final, processed form, not in its original form. With this test, the condition of the product served must be reasonable in terms of the expectations of the customer. For example, a person may expect to find a chicken bone in a serving of fried chicken, but not in a serving of chicken salad.

Laws Governing Alcohol Consumption

The federal government regulates the production of alcohol. However states regulate the retail sale of alcoholic beverages. All states have a liquor authority or commission that establishes and enforces regulations. These agencies regulate the licensing, sale, and consumption of alcoholic beverages.



These agencies also regulate activities that are associated with the consumption of alcoholic beverages. These activities may include sales to minors and behavior of intoxicated persons. These agencies can threaten criminal prosecution, fines, and imprisonment if they suspend or revoke a liquor license. It is against the law to sell or serve alcoholic beverages to minors. Those that violate this law are arrested and put in jail.

In most states, food and beverage operations that sell alcoholic beverages must pay taxes on liquor. They also must keep exact records on the amount and price of all liquor bought and sold. Each year food and beverage operations' records are audited by a liquor authority. The authorities can impose fines on the hospitality facility if it discovers discrepancies in the figures and inaccurate reporting of revenue from sales of alcoholic beverages. Alcoholic beverages must be itemized on each customer's ticket. Food and beverage operations are required to keep all tickets on file for two years.

The laws for the regulation of alcoholic beverages were developed during and after the repeal of prohibition laws. These laws were established to control individuals behavior and to economically protect consumers and businesses. The laws were also established to raise revenue for states using the taxes on sales.

Some aspects of liquor laws vary among states, such as the hours and places where alcoholic beverages may be sold. In some states, the maximum hours are set by the state; counties can modify the hours as long as they do not exceed the state's hours.

Other Laws

Other laws that hotels and food and beverage operations must comply with include the following:

- smoking ordinances that regulate places where tobacco smokers may smoke in order to protect the health of nonsmokers
- zoning laws that regulate land use for business or residential purposes
- building codes that promote safety practices, regulate improvements, or additions to buildings, and regulate construction of buildings in order to prevent the building of unsafe structures
- the ***Fair Labor Standards Act,*** which is enforced by the Department of Labor and regulates minimum wages, tip wages, work time, overtime pay, child labor, and equal pay for equal work
- Age Discrimination Employee Act of 1967 promotes employment of older persons based on their ability rather than age, prohibits age discrimination in employment, and helps employers and workers find ways of meeting problems arising from the impact of age on employment
- Federal Insurance Contributions Act, Federal Unemployment Tax Act, and Internal Revenue Code, which regulate payroll taxes for social security, federal income taxes, and unemployment taxes
- state and local tax laws
- laws governing contracts with suppliers, guests, employees' financial resources, and franchise companies
- real estate and property laws

◆ Essential Questions: ◆
Regulations for Food and Beverage Operations

1. What are two examples of situations where service may be refused to a customer?
2. What are some of the federal agencies related to the hospitality industry? What are there functions?
3. What is false advertising? What is an example of how a hotel or foodservice operation could be guilty of false advertising?
4. Which of the following situations are considered a violation of truth-in-menu?
   - potato salad from a salad bar that has an odd smell or taste, as if it is spoiled
   - a guest orders a grilled tuna steak but gets a grilled catfish fillet
   - a guest orders the special of the day, but decides after tasting it that he or she does not like it
   - after dining at a restaurant, a guest wakes the next morning vomiting
5. Why would age discrimination be a problem in the hospitality industry?

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Chapter Highlights

- Knowledge about the basic laws and legal principles of the hospitality services industry helps employees understand why policies are in place at hotel and food and beverage operations where they work.

- Guests who stay longer that the agreed term may be notified that their rooms have been reserved for other guests. The room may have been reserved and confirmed for certain days by another party, and the hotel must honor that contract.

- Turning away a guest and sending him or her to a competing hotel is known as "walking the guest."

- State laws and local fire codes mandate that fire safety and other safety measures are in place and maintained in hotels.

- The Americans with Disabilities Act (ADA) requires that public facilities be fully open and accessible to disabled persons. Buildings in existence before the law went into effect in 1992 must be modified as necessary by adding wheelchair ramps, automatic doors or wider doors, wheelchair-accessible restrooms, Braille signs on doors, and many other accommodations.

- The local health department issue health permits to food and beverage operations. It has the authority to decide whether food and beverage operations should or should not have permits due to their compliance with health codes.

- Foodservice operations give customers an implied warranty, which means that the food and beverages they purchase are fit for human consumption and contain no harmful material.

Chapter 31

Liability

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

- 4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.
- 4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.
- 4C Explain liability related to guest privacy.

Chapter Vocabulary

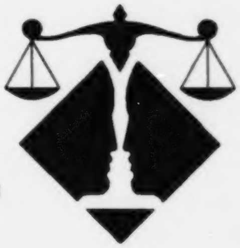
- act of God
- bailee
- bailment
- checkroom
- civil suits
- class action suit
- compliance
- contributory negligence
- defendant
- disabilities
- foreseeable risk
- Good Samaritan doctrine
- Hazard Communication Standard (HCS)
- liability insurance
- material safety data sheets (MSDS)
- negligence
- plaintiff
- public enemy
- res ipsa loquitor
- settlement
- workers' compensation laws

There is a growing trend in America for individuals and organizations to use civil suits to punish wrongdoing and regulate behavior. In ***civil suits***, which refer to cases involving two individuals, if wrongdoing can be proven the wrongdoer must pay money to the party bringing the suit. Sometimes the wrongdoer must also perform other actions, such as making a public apology. The party bringing the suit is called the ***plaintiff***, and may be an individual, an organization, or a group of people. A very large group of people who fit a particular classification may bring a suit called a ***class action suit***. The party being accused of wrongdoing is called the ***defendant***, and may be an individual, an organization, or a business.

In many cases, the amount of money awarded in a civil suit is large enough to drive the defendant into bankruptcy. Even if the defendant wins the case, the costs of legal fees, negative publicity, and decreased productivity of involved workers can be devastating. Because of the costs involved in lawsuits, companies find it less expensive to reach an out-of-court settlement with the plaintiff. A ***settlement*** is a payment to the plaintiff made to stop or "settle" the lawsuit. Whether a suit is tried in court or settled out-of court, civil suits are very costly to hospitality businesses. For that reason, businesses go to great lengths to avoid the possibility of being sued.

LIABILITY

Businesses and individuals are held liable for certain actions and conditions. Being liable means that an individual or organization is responsible for a situation. Liability is the responsibility for actions or circumstances. As a result of the growing trend of injured parties suing businesses, professional people, drivers, and many individuals now purchase liability insurance. ***Liability insurance*** helps pay legal fees and awards or settlements if the policyholder is sued. Each type of hospitality business has liabilities to be concerned with. Some of these liabilities are spelled out in the law, such as in the Americans with Disabilities Act, while others are suggested by past cases and legal rulings. Hospitality managers must stay informed of liabilities and potential liabilities and adjust policies and practices accordingly.



◆ Essential Questions: ◆
Liability

1. What are some ways hospitality businesses can protect themselves from lawsuits?
2. What is the purpose of liability insurance?

LIABILITY FOR HARM TO GUESTS

Hoteliers are responsible for taking reasonable care of their guests and their guests' visitors so that they are not injured by any ***foreseeable risk*** or lack of care by the hotelier. A foreseeable risk is a risk or hazard that is visible and could be prevented. The only injuries an owner or manager of a hotel is liable for are those that are caused as a result of the hotel operation's negligence. ***Negligence*** is a failure to take the care that a responsible person would be expected to take. However, the guest must prove the hotelier's negligence and liability. Also, the guest must prove that the injury was not caused by his or her own contributory negligence. ***Contributory negligence*** is any negligent action that a guest might have performed that would make him or her partially responsible for the illness, injury, or loss. An example of contributory negligence would be if a hotel guest climbed over a locked gate to swim in a closed hotel pool and then drowned.

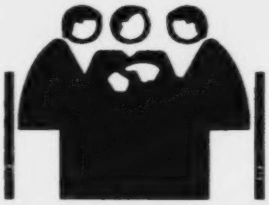
The following conditions must be met in order for a guest to seek compensation from the hotelier for injuries or damages:

- The injured person or property must be part of a group that the hotelier is responsible for protecting.
- The hotelier's actions or lack of actions must produce an unreasonable risk to the protected group.
- The hotelier's negligence is the reason for the harm.
- The guest suffered damages as a result of the situation.

Sometimes it is the hotelier's responsibility to prove that he or she was not negligent. ***Res ipsa loquitor***, or "the thing speaks for itself," is the use of circumstantial or indirect evidence of negligence to impose liability. This doctrine applies in cases in which it is clear that the guest was injured by hotel property that was in the hotelier's control. The hotelier would have to prove that the injury resulted from some other cause rather than his or her negligence in maintaining the property.

For example, if a heavy light fixture fell from a ceiling onto a guest and caused burns, cuts, and other injuries, the hotelier would have to prove that the light fixture's fall was the result of some other cause rather than his or her own negligence in maintaining the ceiling and the fixture. The item causing the injury would be in the hotelier's control. Usually, the accident would not have occurred had it not been for the hotelier's negligence in maintaining the property.

Hotel operations have no legal duty to aid or rescue guests unless the hotelier is responsible for causing the incident. However, if a hotelier does aid a guest, then the hotelier is liable for any other harm that may come to the guest as a result of the hotelier's actions. Several states have Good Samaritan doctrines. The ***Good Samaritan doctrine*** states that one who sees a person in serious danger because of the negligence of another cannot be charged with contributory negligence when risking his or her own life to attempt a rescue, provided the attempt is not recklessly made. The negligence of a volunteer rescuer must worsen the position of the person in distress before liability can be directed. Although hotel operations are not responsible for coming to guest's aid or rescue, they are responsible for assisting guests in seeking medical care in emergencies.



◆ *Essential Questions:* ◆

Liability For Harm To Guests

1. What conditions must be met in order for a guest to seek compensation from a hotel operation for injuries or damages? Why?
2. What is res ipsa loquitor? Why is it important?
3. If a person were in a state without the Good Samaritan law, why would he or she be hesitant to help someone who is sick or injured?

PROPERTY LIABILITY

Since the earliest days, hotel owners and managers have been entrusted with the care of guest's lives and property. If a guest was robbed while staying at an inn, the innkeeper was considered negligent in his public duty of protecting guests unless the loss occurred as

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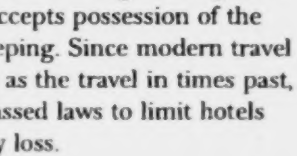
a result of the guest's own negligence, an act of God, or a public enemy.

An **act of God** is a natural or physical cause for loss without human or animal influence. Hoteliers are not liable for damages caused by acts of God. Examples of acts of God include lightning, winds, rain, snow, tornadoes, earthquakes, and floods. A **public enemy** is a person or persons who are at war with the government or a social, health, or economic condition that affects the public and is difficult to control. While hotel operations are not liable for damages caused by acts of God or public enemies, they may be found negligent if the property is not reasonably well protected against acts of God.

Hoteliers become liable when a guest's property is brought into the hotel's possession. The property may not be in the actual possession of a hotelier, but it may be kept in the hotel's safe or in a guest's room inside the hotel. Hotel operations are not responsible for any property other than registered guests' property unless it accepts possession of the property for safekeeping. Since modern travel is not as dangerous as the travel in times past, many states have passed laws to limit hotels liability for property loss.

Limitations of liability laws state that hoteliers are only liable for loss of valuables like money, jewels, and important papers if the guest has deposited the valuables in a safe provided by the hotel operation. Most states must follow certain guidelines in order to be protected by limitations of liability laws. Hotels must post notices in conspicuous places explaining the limitations of liability. They must also provide a safe and post notices about the safe's availability. If hoteliers fail to post these notices and fail to provide a safe or vault for guests valuables, they are liable for reimbursing guests for lost items.



Most often, lost property results from a guest's negligence. Hoteliers are not liable for loss in these instances. If a loss occurs as a result of negligence on the part of the hotel but the guest's negligence contributed to the loss, the hotelier must prove that the loss was the result of the guest's contributory negligence in order to avoid being liable for the loss.

Hoteliers are not liable for more than the limitations of liability for valuables that are stolen by an employee or independent contractor from a hotel safe. An employee's criminal conduct does not implicate the hotelier, unless the hotel was also involved in the crime, or unless the hotel was negligent in allowing the crime to be committed. For this reason, many hotels now do criminal background checks on potential employees, especially those in the position to have access to room keys.

If a guest is intoxicated when a loss occurs, he or she is not considered to have displayed contributory negligence. However, intoxication does keep the guest from recovering any compensation for the loss.

Food and beverage operations are not subject to the same rules of liability as hotel operations. They are not insurers of property, but act as bailees. **Bailment** is the voluntary acceptance of goods from a person for the purpose of keeping the goods safe. A **bailee** is a person who is entrusted with safe keeping of another person's property.

For example, if a restaurant customer gives a coat and hat to a restaurant manager for safekeeping while he or she dines at the restaurant, the restaurant and the manager are responsible for the coat and hat until returned to the customer. If the coat and hat are lost, the restaurant and its manager may be held liable for the amount of the item's value. Bailment is the safekeeping of the coat and hat. The bailee is the restaurant manager. However, if the customer did not give the coat and hat to the manager for safekeeping, but instead placed them on hooks inside the restaurant, then the restaurant would not be liable if the items were lost. The coat and hat were not given directly to the management for safekeeping.

Liability can be limited by the use of a checkroom. A ***checkroom*** is a room used for keeping items that are given to a business for safekeeping. A food and beverage operation does not have to accept any property. Once a food and beverage operation accepts responsibility for an item, the business is liable for the full price of the item if it is damaged, lost, or stolen. Food and beverage operations also are responsible for damages to customers clothing when accidents occur and are caused by an employee's negligence.

◆ Essential Questions: ◆ Property Liability

1. Who is liable for damages that occur as a result of an act of God or a public enemy? Why?
2. What are limitations of liability laws and why are they important to hotel operations?
3. What should a guest do with valuables to secure them?

EMPLOYEE LIABILITY

All employers are responsible for obtaining medical help for employees who are injured in work-related accidents. Employers also are responsible for caring for or obtaining medical help for employees who are ill.

The Occupational Safety and Health Act of 1970 requires employers to make the workplace free of hazards that might cause injury or death to employees and to correct safety violations. OSHA is the federal regulatory agency that enforces the act.

OSHA establishes health and safety standards and regulations which businesses are required to implement. Also, OSHA encourages businesses to keep records on all employment-related accidents and to establish safety programs within the workplace. Examples of safety programs include on-the-job safety training programs and safety committees whose purpose is to discover and correct safety hazards in the workplace. OSHA also requires businesses to report to the Department of Labor any accidents that involve five or more people and result in death or injury requiring hospitalization.

Businesses are required to post OSHA posters listing employees' legal rights regarding safety. OSHA also requires that employees be informed about the chemicals they use on the job. To protect employees who work with hazardous chemical products, OSHA established a ***Hazard Communication Standard (HCS)***, sometimes called the "right to know"

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law. Under this law, employees are ensured of their right to know about and to be trained in the use of hazardous chemical products.

OSHA requires businesses to obtain ***material safety data sheets (MSDS)*** from the manufacturer for each chemical product used at the workplace and requires employees to learn this information and become thoroughly informed about the products they use on the job. An example of the format used on material safety data sheets, (MSDS) is presented in Table 31.1.

Employers have the right to discipline employees who fail to follow or refuse to follow safety rules. However, employers are not allowed to terminate or discipline an employee because he or she reports a safety hazard.

OSHA compliance officers periodically inspect businesses to be sure employees are working in a safe environment. The OSHA officer determines ***compliance***, which outlines any actions that need to be taken to abide by requirements or any potential job hazards. Any violations or potential hazards that might affect the safety of employees are recorded and brought to the management's attention. Management is required to correct hazardous situations immediately or within a given time period.

If the problem is serious, the job site can be closed until the problem is corrected. Businesses failing to comply with OSHA's violation notices are subject to civil and criminal penalties. These penalties include fines up to $1,000 for failure to correct a violation or prepare reports, fines up to $10,000 for each intentional or repeated violation, and imprisonment up to six months for serious violations.

Businesses are also required to comply with ***workers' compensation laws***. Federal and state workers' compensation laws include plans for workers' compensation insurance to pay employees or their dependents for physical disabilities. ***Disabilities*** refer to restrictions, limitations, or injuries experienced in connection with employment. After injury, an employee can receive benefits even if he or she was careless. However, the employee cannot sue the employer for workers' compensation-covered injuries. Employees are unable to file claims in certain situations. Employees cannot file claims if they deliberately injure themselves in order to collect benefits or if they are intoxicated when an injury occurs.

◆ *Essential Questions:* ◆
Employee Liability

1. What is OSHA? What is the purpose of Material Safety Data Sheets?
2. What happens if an employee reports an employer's safety violations to OSHA?
3. What are workers' compensation laws and what do they cover?

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Material Safety Data Sheets

1. **Identifying Information**:
   - Name, address, and phone number of the manufacturer, importer, or responsible party preparing or distributing the MSDS.
   - Name of the chemical, including any trade names and common names of the substance or its ingredients that have been determined to present a hazard. Also listed is the concentration of the chemical that represents safe exposure.

2. **Physical and Chemical Characteristics**:
   - Physical data describes the chemical's appearance, odor, and evaporation rate. The evaporation rate at room temperature is known as percent volatile.
   - Chemical characteristics include the boiling point and the pH level of the product. The pH level is useful in comparing and selecting the appropriate products for cleaning and laundry.

3. **Physical Hazards**:
   - Flammability. This data describes the flash point of a chemical. Flash point is the lowest temperature at which a chemical will evaporate enough to ignite from a spark. Flash point below 100°F is flammable, flash point above 100°F is combustible, and flash point below room temperature (70°F) is dangerous.
   - Extinguishing media. The approved fire-fighting method, such as water spray, foam, or other type of fire extinguisher, must be provided.
   - Unusual hazards or special fire-fighting procedures are described.
   - Reactivity. In the reactivity data section, the ability of the chemical to react with other materials or conditions is noted. The chemical is described as stable or unstable. This refers to environmental conditions, such as heat or direct sunlight that might cause a dangerous reaction. Conditions that might cause the chemical to change characteristics are listed. Materials that might cause the chemical to burn, explode, or release dangerous gases are discussed. These materials are said to be incompatible with the chemical. In addition, this section provides possible gases that might be released.

4. **Health Hazards**:
   - The section on health hazards lists signs and symptoms of overexposure, such as a skin rash, burn, headache, or dizziness.
   - Any medical conditions that might be aggravated by exposure to the chemical, such as asthma, will be mentioned in this section. This section points out whether or not the product has been found to produce cancer or birth defects. This is information that employees using the product have a right to know.

↪ ***Table 31.1***

5. **Primary route(s) of entry**:
    - The primary routes of ingestion or how the product normally enters the body are mentioned. Products can enter the body through the skin (dermal), through inhalation (nose/breathing), or through ingestion (mouth).

6. **OSHA Permissible Exposure Limit (PEL), Threshold Limit Value (TLV), or any other exposure limits used or recommended when available**:
    - The permissible exposure limit (PEL) is the maximum exposure limit specified by OSHA and is legally binding.
    - The threshold limit value (TLV) is based on the level a person can be subjected to for eight hours a day and 40 hours a week without experiencing any side effects. The TLV is the maximum limit recommended by professional health scientists, but it is not legally binding according to OSHA regulations.

7. **Precautions for Safe Handling**:
    - Procedures for cleanup of spills and leaks. This section explains the steps to take if a spill or leak occurs. In case of a spill or leak, employees should notify the supervisor immediately.
    - Protective measures. Protective items, such gloves, safety goggles, respirators, or other protective clothing may be required before beginning cleanup procedures.
    - Safe disposal procedures for the chemical are listed in this section also.
    - Special precautions. Additional precautions to follow when handling the chemical may include additional labeling information, storage temperatures, safety signs that should be posted, or any other special equipment or supplies needed for safe handling and use.

8. **Control Measures**:
    - Personal protective equipment. This section lists protective clothing and equipment required for safe handling of the chemical. Protective clothing includes eye goggles, gloves, and facemasks.

9. **Emergency and First Aid Procedures**:
    - First aid and emergency procedures for treating overexposure are outlined. For example, skin exposed to certain chemicals should be flushed under running water for fifteen minutes.

10. **Date of preparation or the last change made to the MSDS.**

11. **Name, address, and telephone number of the chemical manufacturer, importer, employer, or other responsible party preparing or distributing the MSDS, who can provide additional information on the hazardous substance and appropriate emergency procedures, if necessary.**

⇨ Table 31.1, cont'd.

Chapter Highlights

- There is a growing trend in America for individuals and organizations to use civil suits to punish wrongdoing and regulate behavior. In civil suits, if wrongdoing can be proven, the wrongdoer must pay money to the party bringing the suit.

- In many cases, the amount of money awarded in a civil suit is large enough to drive the defendant into bankruptcy. Even if the defendant wins the case, the costs of legal fees, negative publicity, and decreased productivity of involved workers can be devastating. Because of the costs involved in lawsuits, companies find it less expensive to reach an out-of-court settlement with the plaintiff.

- Businesses and individuals are held liable for certain actions and conditions. Being liable means that an individual or organization is responsible for a situation. Liability is the responsibility for actions or circumstances.

- Negligence is a failure to take the care that a responsible person would be expected to take. However, the guest must prove the hotelier's negligence and liability. Also, the guest must prove that the injury was not caused by his or her own contributory negligence. Contributory negligence is any negligent action a guest might have performed that would make him or her partially responsible for the illness, injury, or loss.

- Sometimes it is the hotelier's responsibility to prove that he or she was not negligent. Res ipsa loquitor, or "the thing speaks for itself," is the use of circumstantial or indirect evidence of negligence to impose liability.

- The Good Samaritan doctrine states that one who sees a person in serious danger because of the negligence of another cannot be charged with contributory negligence when risking his or her own life to attempt a rescue, provided the attempt is not recklessly made.

- Limitations of liability laws state that hoteliers are only liable for loss of valuables like money, jewels, and important papers if the guest has deposited the valuables in a safe provided by the hotel operation. Most states must follow certain guidelines in order to be protected by limitations of liability laws. Hotels must post notices in conspicuous places explaining the limitations of liability.

Chapter Highlights, Cont'd.

- The Occupational Safety and Health Act of 1970 requires employers to make the workplace free of hazards that might cause injury or death to employees and to correct safety violations. OSHA is the federal regulatory agency that enforces the act.
- OSHA compliance officers periodically inspect businesses to be sure employees are working in a safe environment. The OSHA officer determines a business' compliance, which outlines any actions that need to be taken to abide by requirements or any potential job hazards. Any violations or potential hazards that might affect the safety of employees are recorded and brought to the management's attention. Management is required to correct hazardous situations immediately or within a given time period.
- Disabilities refer to restrictions, limitations, or injuries experienced in connection with employment. After injury, an employee can receive benefits even if he or she was careless; however, the employee cannot sue the employer for workers' compensation-covered injuries.

Chapter 32

Ethics and Professionalism

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

5A Outline the rights and responsibilities of employers and employees.

5B Demonstrate ethical practices as defined by industry standards.

5C Discuss ethical considerations impacted by technological innovations.

Chapter Vocabulary

- code of ethics
- ethics
- Golden Rule
- kickbacks
- morality
- professional ethics
- professionalism
- tact

Professional ethics are systems of moral principles and standards of conduct that govern individuals, professions, or businesses. The principles and standards are voluntarily upheld by most business individuals who also expect the same conduct from other business people, especially colleagues. Simply put, ethics involves learning what is right or wrong and then doing the right thing.

Professional ethics are important because a person's conduct almost always affects other people. If each person keeps the common good as a prime consideration in all of his or her decision making and actions, individuals would not intentionally violate another person's rights. In business, each person's actions not only affect other people, but also affect the business and its relationship with other individuals and businesses.

ETHICS

Ethics are systems of moral values, duties, or obligations that deal with what is right and wrong. If a person's behavior is ethical, then that person is conforming to accepted professional standards of conduct. The well-known ***Golden Rule***, "Do unto others as you would

ETHICS

RULES, STANDARDS, CODES, OR PRINCIPLES WHICH PROVIDE GUIDELINES FOR MORALLY RIGHT BEHAVIOR AND TRUTHFULNESS IN SPECIFIC SITUATIONS

have them do unto you," is the basic philosophy of ethics. Beyond the Golden Rule, each society has specific ideas of what is right and what is wrong. Ethical behavior adheres to these standards of right and wrong as well.

Many hospitality organizations have written guidelines for handling people and situations that are based on ethical standards, fairness, and the rights of individuals. A written set of guidelines is called a ***code of ethics***. These guidelines are developed to assist employees in solving problems between hospitality business owners, customers, employees, and suppliers. Working in the hospitality industry can test an individual's character and self-control. In a variety of work situations, employees are responsible for handling situations which may be considered tempting. Employees handle large sums of money and credit cards, see valuables in people's rooms, place valuables in safe-deposit boxes, and handle large quantities of food and other supplies. Employees also are exposed to bribes, conspiracies, or misuses of power from suppliers, customers, other employees, managers, or business owners. Employees or managers may be offered kickbacks for using specific products instead of buying objectively. ***Kickbacks*** are rewards received as payment or commission resulting from an agreement or understanding (i.e., gifts, free lunches, and trips). Employees or managers may be placed into other situations that are considered conflicts of interest.

Studies show that there is a problem with unethical behavior and honesty in the hospitality industry. Often, money is involved in many unethical practices. Petty cash is stolen, more than the allowance for food and travel is spent on expense accounts, and bids are awarded to certain companies or suppliers who provide kickbacks. In Figure 32.1, the situation poses an ethical question related to the hospitality industry. Most ethical problems involve money, service, or the guest.

What would you do?

A room-service attendant delivers an order to a group of high-school students at the hotel for an FCCLA meeting. The students give the attendant enough cash to pay for their food, along with a generous tip. The room service attendant then asks the students to sign their bill. The students are not aware that by signing the bill, they are authorizing the order to be charged to their room, thereby paying for it again upon checkout. The room service attendant brags to a co-worker about having fooled the students and pocketing the money. When the co-worker questions the ethics of his actions, he says, "That's what they get for being stupid."

Do you think the high school students got what they deserved?

How do you judge the character of the attendant?

Should his co-worker do anything? If so, what should he do?

⇨ ***Figure 32.1***

◆ Essential Questions: ◆
Ethics

1. Can you think of situations where the following the Golden Rule is not enough?
2. Do you think a written code of ethics is an effective way to teach ethics to employees? Why?

ETHICAL RESPONSIBILITIES OF HOSPITALITY EMPLOYEES

If a code of ethics were written for the entire hospitality industry, it would include requirements for honesty and trustworthiness. Ethical behaviors by which employees should abide include the following:

- Remain loyal to the company and dedicated to the company's interest.
- Be honest in all actions and relationships performed by the business and its representatives.
- Avoid all forms of bribery, conspiracy, and kickbacks.
- Enhance the business' image by being professional in conduct, appearance, attitudes, and mannerisms.
- Remain objective in buying and selling goods and services. Follow the appropriate bid procedure.
- Maintain confidentiality.
- Avoid conflicts of interest.
- Do not discriminate against another employee, customer, or guest on the basis of race, creed, color, national origin, sex, or age.
- Respect the privacy of customers and co-workers.

In Figure 32.2, another situation poses ethical questions related to the hospitality industry.

A server drops an item from a customer's plate as he takes the plate to the customer. While picking up the food item, he notices that his actions were not noticed by any of the customers. Instead of possibly losing a tip due to slower service by having a new food item prepared, the server serves the food item to the customer.

Was the server's decision ethical or unethical? What consequences could have resulted from the decision?

⇨ ***Figure 32.2***

Ethical decisions arise out of situations and relationships. In the relationship between the business and the employee, ethical dilemmas and decisions may involve hiring, firing, specific tasks, wages, employee privacy, conflicts of interest, insider information, moonlighting, secrecy, public interest, expense accounts, or whistle-blowing. Whistle blowing is reporting wrongdoings to superiors.

In relationships involving businesses and their customers, competitors, suppliers, and stockholders, ethical conflicts often arise. Issues, such as workplace safety, fraud and deception, advertising and publicity, credit, labeling, buying, pricing practices, competitive practices, and shareholder rights may be involved. The business' relationship with the environment, local organizations, and society also can raise ethical conflicts. Employee unions and right-to-work laws serve as advocates for ethical practices in the following:

- business relocations
- toxic waste and environmental damage
- cooperation with community leaders and their decisions
- the economy and economy-related problems
- profits
- governmental relationships

- lobbying
- community development.

Codes of ethics or ethical policies and standards are developed when a hospitality organization establishes its philosophy and policies toward handling various matters. The philosophy and policies are then communicated by the company's owners or corporate headquarters to general managers and department managers. Employees and department managers are extensions of the owner and general manager. General managers use the philosophies and policies as guides in handling matters of ethical nature.

Morality is the ideals of right and proper conduct. Morality is an important consideration in developing philosophies, policies, and expected standards of conduct. Managers use policies and philosophies daily in all operations, actions, and decisions. Policies and philosophies are used when managers are evaluating job applicants or trying to portray a certain business image. The manner in which a business is managed serves as a standard for employees. If the manager is involved in unethical practices, the employees may either innocently or unknowingly also be involved in these practices or get the impression that these practices are acceptable.

A hospitality services organization almost totally relies on individuals to accomplish the work. Employees have many different backgrounds. A company wants to employ a person with a strong sense of morality because employees come into contact with many temptations they must resist. Employees and managers often rationalize or make excuses for not choosing the ethical or right actions. Figure 32.3 lists some common excuses or rationalizations for unethical behavior.

Common Excuses or Rationalizations for Unethical Behavior

- The end justifies-the-means.
- If it's legal, it's okay.
- Just fight fire with fire.
- It does not hurt anyone.
- I have got it coming; they owe me.

⇨ ***Figure 32.3***

The hospitality industry is people and image oriented. The industry also has many inherent potential temptations. For these reasons, hospitality managers believe extensive background and reference checks should be performed on prospective employees. Employers also may ask prospective employees hypothetical questions to learn how they would handle sensitive, ethics-related situations. Managers rely on their own instincts when hiring personnel.

In employment interviews, employers ask prospective employees how they would handle situations such as the following:

- knowledge that a fellow employee stole money or other valuables from a guest's room
- knowledge that an employee working in the kitchen is stealing food supplies
- knowledge that an employee is using illegal drugs or drinking on the job

Theft is a problem in the hospitality industry. Two reasons are attributed to the problem: opportunity and need. Opportunities to steal items occur every day. Managers, employees, and customers can control the number of opportunities to steal by being aware of the temptations and reducing these opportunities. However, individuals always have needs. For example, people always need food or money to survive. Some individuals steal to fulfill their needs.

Management can reduce theft by eliminating temptations to employees. Reducing temptations, within the bounds of efficiency, promotes ethical employee conduct. One example of reducing temptations is the policy of allowing foodservice employees free or reduced cost meals. Many employers allow employees to have one free or greatly discounted meal during their breaks at work. Some allow the employee and their immediate families a discount for any visit to the restaurant. This practice is seen as a gesture of good will by the business and reduces the employee's temptation to steal food. Companies without such a policy frequently find themselves with problems such as employees "grazing" significant amounts of food while working or taking food home for their families.

Employees often are selected with thorough screening and are trusted until they give employers reason for distrust. An employee who conducts herself or himself with integrity not only develops good customer relations, but also builds a reputation that follows her or him when moving on to other career opportunities. If an employer learns of an employee's unethical behavior, trust may never be re-established, which often leads to termination. A dishonest reputation can be detrimental for years. Ethical behavior is not just moral and professional, it also is practical.

The best way for a company to ensure ethical behavior and professionalism with all of its employees is to demonstrate its standards in the way business is conducted and in the way employees are treated. A business cannot present a professional and ethical image to the customer and be less than professional and ethical behind the scenes. Employees with high professional and ethical standards are not happy working for a company involved in substandard business and employment practices. Morale in such companies is low, and low morale is reflected in the work of the employees.

◆ Essential Questions: ◆
Ethical Responsibilities of Hospitality Employees

1. What are some ethical responsibilities of hospitality employees?
2. What are some situations that a hospitality employee may find tempting? Develop a plan or policy for dealing with that type of situation.

PROFESSIONALISM

A professional is a person who follows the technical and ethical standards of a profession. ***Professionalism*** is a code of attitudes and behaviors that characterize a professional person.

A professional exhibits the following characteristics:

- shows patience and tact when dealing with customers and coworkers (***Tact*** is the ability to handle delicate

situations and say or do the right thing to resolve a problem gracefully and professionally.)
- desires to give service to others
- does not require close supervision, but is trusted for his or her honesty and dependability in getting the work done on time
- assumes responsibility for his or her own actions
- seeks to improve self and skills
- is loyal to co-workers and clients
- does not attempt to advance at the expense of others
- is dependable in meeting obligations
- is proud of his or her work and chosen field
- contributes to the skill and knowledge of the profession
- takes the initiative and develops leadership qualities
- exhibits expertise
- displays an appearance appropriate for the profession

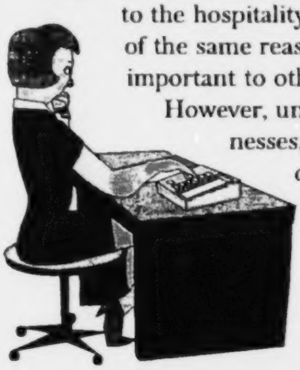
Hospitality employees have opportunities to develop and display professionalism in their work every day. Ways to display professionalism at work include the following:
- having patience, tact, and diplomacy when dealing with customers and co-workers
- being positive and cheerful to guests and customers
- being attentive to the needs of guests and customers
- being personable toward co-workers
- being a good representative of the business by maintaining a professional appearance
- following business policies

In employment interviews, employers evaluate prospective employees on the basis of character, attitude, and maturity. Employers hire candidates who exhibit good character, positive attitudes, and maturity. Conducting one's self with professionalism in all job assignments greatly enhances chances for advancement in a hospitality organization.

◆ Essential Questions: ◆
Professionalism

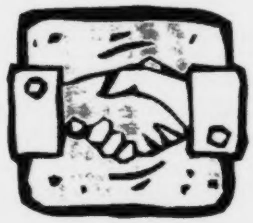
1. Should employees in entry-level jobs exhibit professionalism? How?
2. One part of professionalism is the ability to deal effectively with difficult people. How should a server deal with an irate customer? How can an employer help employees learn to deal with difficult people?

THE IMPORTANCE OF ETHICS AND PROFESSIONALISM



Ethics and professionalism are important to the hospitality industry for many of the same reasons that they are important to other businesses. However, unlike many businesses, the hospitality organization's purpose is to serve others. Providing proper service to customers is required for success.

Ethics in the Hospitality Services Industry



Maintaining ethical standards is important for the hospitality business. The success of hospitality businesses relies heavily upon its image and reputation for service. A business that conducts itself ethically

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earns a good reputation, and a favorable reputation yields more customers and more profits for the business. Businesses that continually gain new customers are successful. Employees benefit from a business' reputation by enjoying increased job security.

Ethics are important for employees of hospitality industries because an employee's conduct always affects other individuals and the business. Customers and employers respect employees who make ethical decisions and adhere to ethical standards. This respect and trust yields increased responsibilities, promotions, and merit pay increases.

Professionalism in the Hospitality Services Industry

Professionalism is important in the hospitality services industry because customers expect professional service. The hospitality services business should portray a professional image. An employee who displays professionalism uses tact, patience, diplomacy, positive attitudes, quick customer acknowledgment, and attentiveness to customers' needs.

Hospitality services managers set certain performance standards and expect employees to meet these standards while meeting customers' needs and requests. Managers strive to be role models to convey images of professionalism to all employees. Managers also try to hire people who present professional images even though they are young and just learning about professionalism.

Some companies make new employees sign conduct policies to ensure that each employee knows what is expected of him or her and understands company policies. Most conduct policies state that gambling, drinking, fighting, and using illegal drugs are not allowed. All of these unprofessional behaviors can harm a business' public image, decrease sales, and affect the employee's job performance. Some employers develop an "Ethics Quiz" like the one in Figure 32.4 to help employees make ethical decisions.

Ethics Quiz

- IS IT AGAINST THE LAW?
- IS IT WRONG?
- IS IT AGAINST COMPANY POLICY OR RULES?
- WILL YOU FEEL BAD IF YOU DO THIS?
- IF THIS WERE REPORTED ON THE NEWS, WHAT WOULD VIEWERS THINK?
- WOULD A CHILD SAY THIS ACTION WAS RIGHT OR WRONG?

Source: Flynn, Gillian. "Make Employee Ethics Your Business." *Personnel Journal*, June 1995, p. 50

⇨ ***Figure 32.4***

One way employees can develop professionalism is by thinking about the customer's feelings. The employee gains a better understanding of the customer's point of view and is able to provide better service. The professional employee strives to represent the business in a courteous manner and satisfy the customer's needs and requests.

Employees who strive to achieve excellence and professionalism in their work become role models for others. Role model employees are highly valued by their employers and are among the first to receive recognition, merit pay increases, and promotions.

◆ Essential Questions: ◆
Importance of Ethics and Professionalism

1. Why are ethics and professionalism especially important in the hospitality industry?
2. How can young employees learn and understand about the needs of customers?
3. Why would an employee want to adhere to company standards over the freedom of self-expression?

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Chapter Highlights

- Professional ethics are systems of moral principles and standards of conduct that govern individuals, professions, or businesses.
- In business, each person's actions not only affect other people, but they affect the business and its relationship with other individuals and businesses as well.
- The well-known Golden Rule, "Do unto others as you would have them do unto you," is the basic philosophy of ethics. Beyond the Golden Rule, each society has specific ideas of what is right and what is wrong.
- Many hospitality organizations have written guidelines for handling people and situations that are based on ethical standards, fairness, and the rights of individuals. A written set of guidelines is called a code of ethics.
- Kickbacks are rewards received as payment or commission resulting from an agreement or understanding (i.e., gifts, free lunches, and trips).
- Codes of ethics or ethical policies and standards are developed when a hospitality organization establishes its philosophy and policies toward handling various matters. The philosophy and policies are then communicated by the company's owners or corporate headquarters to general managers and department managers.
- Theft is a problem in the hospitality industry. Two reasons are attributed to the problem: opportunity and need.
- An employee who conducts herself or himself with integrity not only develops good customer relations, but also builds a reputation that follows her or him when moving on to other career opportunities.
- Professionalism is important in the hospitality services industry because guests expect professional service.
- Some companies make new employees sign conduct policies to ensure that each employee knows what is expected of him or her and understands company policies. Most conduct policies state that gambling, drinking, fighting, and using illegal drugs are not allowed.

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HOSPITALITY SERVICES

STUDENT ACTIVITY BOO

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FAMILY AND CONSUMER SCIENCES EDUCATION • TEXAS EDUCATION AGENCY • AUSTIN, TEXAS

Hospitality Services

Student Activity Book

Developed and disseminated by:
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Preface

Hospitality is big business. The hospitality industry is the nation's largest employer and the fastest growing industry in the United States. Thus, a multitude of career opportunities exist in the foodservice and lodging industry. Employment is available at a variety of levels ranging from beginning jobs that are open to the inexperienced, to the highest managerial positions that require extensive experience and training. Employment opportunities and qualification requirements vary according to location, type of business, and management style.

Publications in the *Hospitality Services* series provide information about various segments of the hospitality industry; some employment situations will fit the descriptions provided more closely than others. Therefore, hands-on experience and use of other resource materials are important components of the total training experiences needed by students interested in pursuing career opportunities in the hospitality industry.

This Student Activity Book complements the other documents in the *HospitalityServices* set of materials. The instructional materials designed for the hospitality occupational area include the following three components:

- The *Reference Book* provides information needed by employees in the foodservice and lodging occupational areas. Each chapter begins with a "Chapter Focus" (the Texas Essential Knowledge and Skills addressed in that chapter) and a "Chapter Vocabulary." Terms listed as vocabulary may be located quickly by using the index. Within the text, italicized, bold-faced vocabulary terms are included with definitions or explanations. Illustrations of equipment and procedures used in the industry today aid in student learning. Throughout the chapter, "Essential Questions" boxes pose important questions to students about the material they have read. At the end of each chapter, the content is summarized in "Chapter Highlights."

- The *Curriculum Guide* provides information needed by teachers. Each chapter consists of a variety of instructional strategies for use in the classroom. Instructional strategies should be selected based on the local instructional arrangement, the level of students' abilities and experience, job situations, and time available. Teaching Aids are included for use in implementing the instructional strategies. An Answer Key is also provided for the activities in the Student Activity Book.

- The *Student Activity Book* provides a variety of pencil-and paper activities designed to reinforce the concepts presented in the Reference Book. Activities are designed to correlate with essential information presented in each chapter.

The *Hospitality Services* documents are part of an occupational education series which focuses on a broad range of employment opportunities. Each title in the series addresses one occupational training area. The materials may be used for one or two years of instruction. Curriculum materials for the other occupational areas in family and consumer sciences are available from The Curriculum Center for Family and Consumer Sciences, Texas Tech University, Box 41161, Lubbock, Texas, 79409-1161.

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Chapter 1

The Hospitality Services Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 1:

1B Explain the complexity and diversity of the current hospitality industry.

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

Introduction

Travel and dining are favorite pastimes of individuals in today's society. Regardless of where a person travels, whether it is for business or pleasure, at some point he or she will need a place to sleep and food to eat.

The hospitality services industry encompasses lodging and foodservice operations. The hospitality industry can be defined as all businesses that serve guests who are away from home.

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Activity 1-1 • Letter Writing

Directions

Write a three-paragraph letter to a classmate identifying parts of the hospitality industry network. Include all the possible outlets in each of the two major hospitality areas. Explain how some areas in the hospitality industry overlap. Be sure to explain the terms *market segment* and *service*.

Dear ______________,

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Activity 1-2 • Sentence Completion

Directions

To review the chapter vocabulary words and key ideas, complete the following sentences by filling in the blanks with the correct terms.

1. The ______________ ______________ can be defined as all businesses that serve guests away from home.

2. Lodging operations may be classified as ______________ ______________ if they have a food and beverage operation.

3. A lodging facility that does not offer food and beverages service is classified as ______________ ______________.

4. ______________ ______________ are small identifiable groups of customers or guests who share a specific set of needs or expectations.

5. Luxury lodging properties that serve a high-end market segment are called ______________.

6. Operations that offer suites or efficiency apartments for business travelers who need to stay more than a few days are called ______________–______________ lodging operations.

7. When a corporation hires an expert on a temporary basis, it is called ______________–______________.

8. ______________ food and beverage operations stand alone and are not connected to a lodging operation.

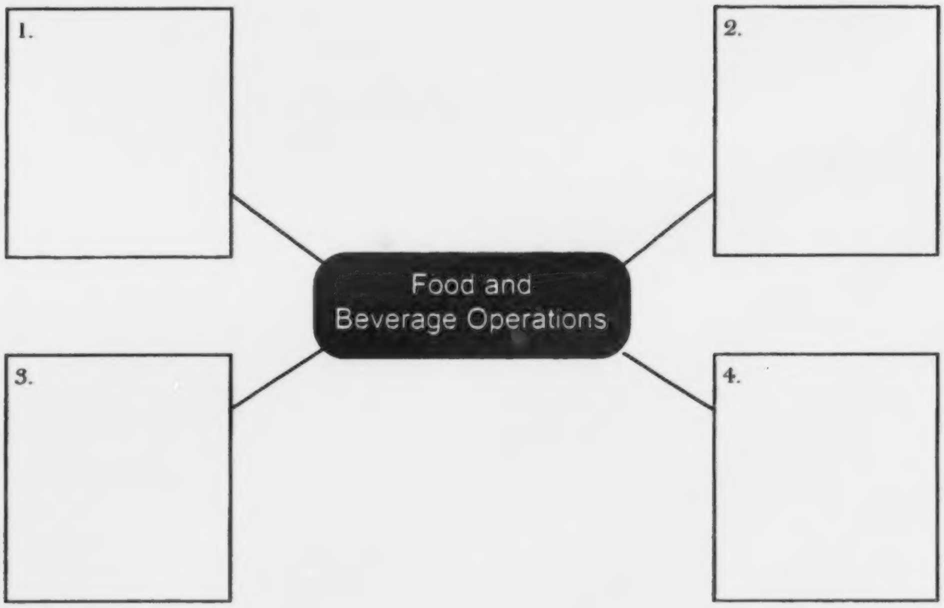
9. The two major requirements for success in the hospitality industry are a ______________ ______________ and a ______________ ______________ ______________ ______________.

10. The ______________ ______________ ______________ Act ensures physically and mentally-challenged workers a place in the hospitality industry.

Activity 1-3 • Short Answer

Directions

Food and beverage operations vary in several ways. In each of the four boxes, write one way that food and beverage operations vary.


1.
2.
Food and Beverage Operations
3.
4.

5. What changes in American life have affected the food and beverage industry?

Chapter 2

History of the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 2:

1A Outline the history of the hospitality industry.

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

1F Describe the impact of technological innovations on the hospitality industry.

Introduction

Throughout time, people have traveled. In earliest times, people carried supplies with them to make camp, prepare meals, and sleep along the journey, just as campers and hikers still do. As travel patterns became more predictable and regular routes were established, efforts were made to establish accommodations for people and the animals they used for travel.

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Activity 2-1 • Matching

Directions

Review the history of ancient hospitality by completing the following activity. Match each description to the most appropriate term. Write the letter of the term in the blank beside each description.

Descriptions	Terms
_____ 1. A place to spend the night that has an enclosed courtyard for camels and other livestock	A. thermopoliums
_____ 2. A place to get beverages similar to a bar	B. tabernas
_____ 3. An early "snack bar"	C. hospitium
_____ 4. An early food and beverage operation which sold hot meals	D. popina
_____ 5. The Latin word from which "hospitality" is derived	E. caravansery

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Activity 2-2 • Illustration

Directions

1. After reading about early European hospitality, imagine the site and smells of an early English inn. In the space provided below, draw a diagram of an early inn that shows where the guests would eat and sleep.

2. The early European inns were identified by the family's coat of arms or animal signs. In the space provided below, design a coat of arms for your family.

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Activity 2-3 • Short Answer

Directions

Several American pioneers in the hospitality industry are listed in the first column. Complete the chart below by summarizing each individual's contributions in the second column.

Pioneers in Hospitality	Their Contributions
1. Cesar Ritz	1.
2. Ellworth Statler	2.
3. Conrad Hilton	3.
4. Ernest Henderson	4.
5. Kemmons Wilson	5.
6. Ray Kroc	6.
7. Mahala Stouffer	7.
8. Alice Marriott	8.
9. Helen Corbett	9.
10. Alice Waters	10.

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Chapter 3

Future of the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 3:

1C Analyze the impact of societal, cultural, and demographic trends on the hospitality industry.

1D Evaluate considerations and accommodations for employees and guests with special needs.

1E Analyze the effects of the global economy on the hospitality industry.

1F Describe the impact of technological innovations on the hospitality industry.

1H Predict future changes in the hospitality industry.

Introduction

Predicting the future may seem like a job best left to magicians, but it is vital to the success of the hospitality industry. One way to get a peek into the future is to study trends. A trend is a direction or tendency that a significant number of individuals appear to be following. Trends often are determined by looking at changes over a period of time. It may be as simple as noticing changes in the types of individuals who are traveling, or the types of leisure activities being written about in newspapers and magazines.

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Activity 3-1 • True/False

Directions

Review population trends that affect the future of the hospitality industry by completing the activity below. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. A trend is a direction or tendency that a significant number of individuals appear to be following.

____

T F 2. Demographics are known as the study of demonstrations where individuals protest certain policies.

____

T F 3. Older individuals stay at home and rarely travel.

____

T F 4. Older adults fill most hospitality services positions.

____

T F 5. Discretionary income is the part of a family's or individual's income that is left after all taxes, bills, and necessary expenses have been paid.

____

T F 6. Diversity means the state of being different.

____

T F 7. The United States has always had a homogeneous culture.

____

T F 8. Cultural diversity in the hospitality industry describes not only the guests but also the workforce.

____

T F 9. The Americans with Disabilities Act requires equal access to all public facilities for individuals with disabilities.

____

T F 10. The hospitality workforce of the future will include mostly young men.

____

Activity 3-2 • Application

Directions

Listed below are types of travel that are showing an increase in the hospitality industry. In the space to the right of each item, provide reasons for the increase.

Types of Travel	Reason for Increase
• business travel	
• leisure travel	
• vacation travel	
• adventure travel	
• guided tour travel	

Activity 3-3 • Short Answer

Directions

Trends in foodservice are related to new products, new ways of processing, and the changing needs of guests. Complete the boxes below by putting the trends in the correct category.

Trends

- more cost-effective use of convenience foods
- guest tastes are more international
- higher quality in convenience foods
- guests want to be entertained
- guests are health-conscious
- use of radiation and convection ovens
- accommodating guests with food allergies and preferences
- genetic engineering
- biotechnology
- guests want to be exposed to different cultures

New Products and Processes	Guest Needs
•	•
•	•
•	•
•	•
•	•

Activity 3-4 • Fill-in-the-Blank

Directions

Complete the following statements related to trends in the lodging industry. Supply the missing letters in the blanks provided. Some letters of the words have been filled in.

1. Many new ___ ___ ___ level and ___co___ ___ ___y level hotels were built in the last two decades.

2. There will be a great demand for ___ ___ ___ine___ ___ m___ ___t___ ___ ___ facilities in the future.

3. Meeting rooms in lodging facilities are equipped for ___ ___ ___e___ lines, and ___ ___m___ ___t___r equipment.

4. ___ ___ ___s___ habits and p___ ___f___ ___en___ ___ ___ are tracked and used to develop customized services.

5. Guests are sorted by any number of variables and ___ ___ ___e___ ___r___ ___ ___ with marketing approaches tailored to each group.

Directions

Looking to the future, the hospitality industry must anticipate and address the concerns of guests. Read the scenarios below and identify the type of guest concern that applies. Write the applicable guest concern in the blank below each scenario.

Guest Concerns

Sanitation
Environmental Issues
Privacy and Personal Safety

1. John arrived in the parking lot of the hotel just in time for his training seminar. The only problem was the water. He could not avoid the puddles of green, cloudy water that were everywhere. He jumped and side stepped all the way to the lobby entrance. What was that odor? He asked what had happened. The front desk clerk responded, "Oh, there is no problem. We just decided to drain the pool."

   ____

2. Cathy wanted to stay in a room that faced the golf course. She thought it would be great to wake up in the morning with sun flooding her sleeping room. The front desk clerk explained to Cathy that those rooms with a great view were out of order due to some repairs needed on the door locks. Cathy seemed disappointed, so the clerk decided to go ahead and check her in one of the rooms overlooking the golf course. He intended to call maintenance and request that the lock be repaired, but he was busy and forgot. The next morning Cathy woke up to the sunshine flooding in, only to find that her purse and golf clubs were gone.

   ____

3. Terri was excited to get the job in foodservice at her dorm during her first year of college. She had to train for a week prior to starting her job. She also had to be tested for certain communicable diseases, and she spent one whole afternoon in training to practice good hygiene habits such as hand washing.

   ____

Activity 3-5 • Case Studies, cont'd.

4. The new restaurant in town closed down because of all the bad publicity after several E. Coli outbreaks. Several children and adults had to be hospitalized because of foodborne illness after eating in the restaurant, and one older man died as a result. It was determined that employees of the restaurant had not been not required to follow effective hand-washing procedures and the temperature of the walk-in cooler was in the danger zone.

____

5. In the space below, write a scenario of your own that addresses one of the guest concerns listed on page 15.

____

____

____

____

____

____

____

____

____

____

____

____

Chapter 4

Technology in the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skill is discussed in Chapter 4:

1F Describe the impact of technological innovations on the hospitality industry.

Introduction

Technology has many meanings related to computer systems used in operating a business. The hospitality industry definition for technology refers to the process of converting raw materials into a service. The hospitality industry produces a comfortable, safe room for travelers or a pleasant dining experience. Technological innovations in the hospitality industry affect guests directly because often the guests are using the technology. The use of technology greatly impacts the guest experience, the employee's job satisfaction, and the manager's workload.

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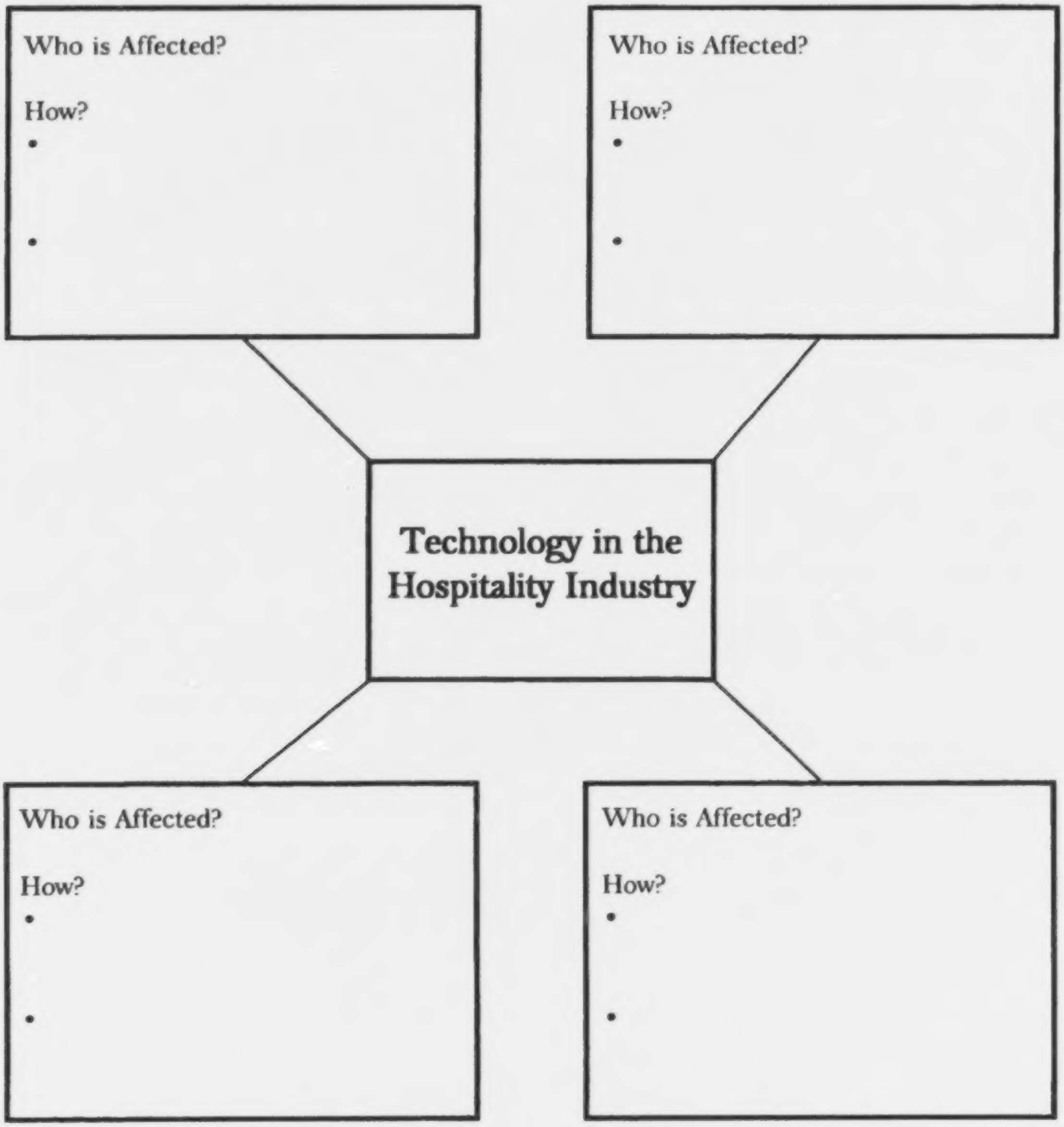
Activity 4-1 • Idea Graph

Directions

Advanced technology in the hospitality industry affects many different individuals. Complete the idea graph below by determining who is affected and giving two examples of how each person is affected by advances in technology.



Who is Affected?

How?
-
-

Who is Affected?

How?
-
-

Technology in the Hospitality Industry

Who is Affected?

How?
-
-

Who is Affected?

How?
-
-

Activity 4-2 • Word Scramble

Directions

Unscramble the words in the following sentences to review the vocabulary words and key points. Write the unscrambled word on the blank to the left of each statement.

____________________ 1. The hospitality industry's definition for YONOLCGHTE refers to the process of converting raw materials to a service.

____________________ 2. Evidences of EIVNINOAVT technology cross all aspects of the hospitality industry.

____________________ 3. A NCOOIFITRAMN RNEUBM is a code or serial number for the reservation.

____________________ 4. The airlines have a VIP club membership program called TFNREQUE RFELY based on the use of the services.

____________________ 5. A hotel room will likely have at least one ADAT TPRO for connecting a computer modem or fax machine.

____________________ 6. A OMMDE is a device built into a computer that allows the computer to communicate over telephone lines.

____________________ 7. If employees choose, their pay may be electronically deposited (EFT), which stands for CEILNEOCRT SFDUN RTRAFSNE.

____________________ 8. On a HTCOU NSECER computer, information is entered into the computer by touching buttons that appear on the screen.

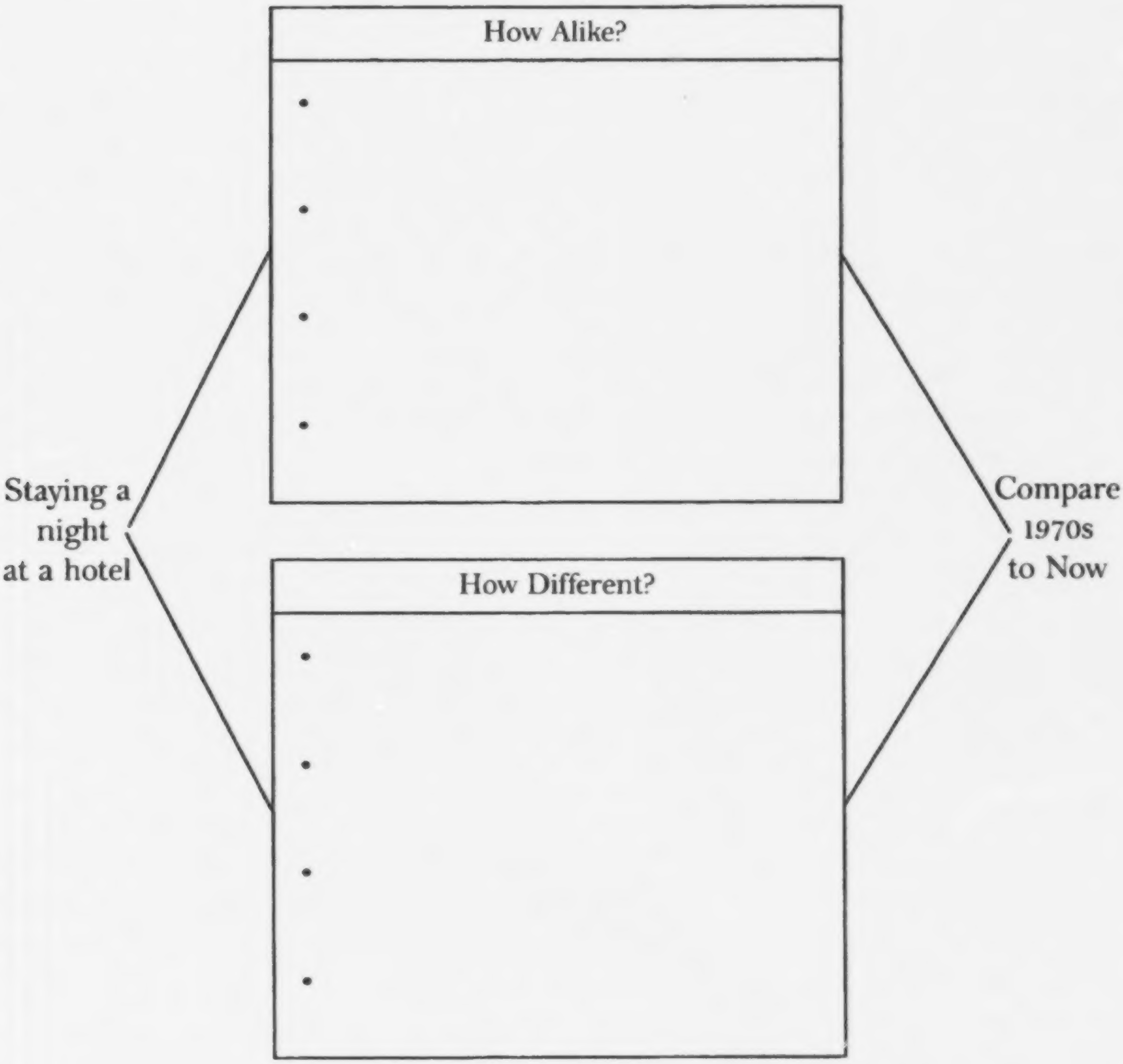
____________________ 9. Due to technological advancements, a lodging manager has more time to actively EMNAAG the facility.

____________________ 10. Using OOKC-LCLHI is one example of technology in food production.

Activity 4-3 • Compare and Contrast

Directions

Complete the activity below to compare staying at a lodging facility in the 70s to staying at a lodging facility today. Consider technological advancements. How would the experience be similar? How would it be different? Write responses that indicate "alike" and "different" in the boxes provided.



How Alike?
•
•
•
•
Staying a night at a hotel
Compare 1970s to Now
How Different?
•
•
•
•

Activity 4-4 • Short Answer

Directions

Circle the word that correctly completes each sentence.

---

1. The use of technology (*rarely, sometimes, greatly*) impacts the guest experience.
2. A computerized check-in and check-out system (*confuses, slows down, simplifies*) information management and cuts paperwork to a minimum.
3. In 1970, there were (*less, many more, a few*) clerical jobs available in hospitality services.
4. Many jobs have been (*streamlined, created, altered*) by computer operating systems.
5. Most technological advances in foodservice equipment consist of (*replacing, improving, upgrading*) existing equipment.

Chapter 5

Careers in the Hospitality Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 5:

16A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
16B Demonstrate effective methods to secure, maintain, and terminate employment.
16C Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.
16D Evaluate the relationship of good physical and mental health to job success and achievement.
16E Demonstrate appropriate grooming and appearance for the workplace.
16F Demonstrate appropriate business and personal etiquette in the workplace.
16G Exhibit productive work habits and attitudes.
17A Determine preparation requirements for various levels of employment in a variety of careers in the hospitality services industry.
17B Analyze the future employment outlook in the hospitality services industry.
17C Describe entrepreneurial opportunities in the hospitality services industry
17F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.

Introduction

The hospitality industry encompasses a wide variety of businesses, from bed and breakfasts to huge resort complexes, and from a lobby kiosk selling cappucino to the finest full-service fine dining restaurants. Within this diversity are opportunities to fit most anyone seeking a career in the hospitality industry.

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Activity 5-1 • Matching

Directions

Review information about hospitality careers by completing the following activity. Match each description to the most appropriate term. Write the letter of the term in the blank beside each description. Not all terms will be used.

Descriptions

____ 1. Employees who are paid a set amount of money per year

____ 2. Means that the employee must be reachable at all times by telephone or pager

____ 3. Is the process of meeting with and gathering information from professionals in the industry

____ 4. Jobs that generally require little or no experience and are paid on an hourly basis

____ 5. Employees have contact with the public in this area

____ 6. Refers to departments that are usually not seen by guests

____ 7. Someone who organizes, manages, and assumes the risks of a new business

____ 8. Getting the training while working

____ 9. The process by which ideas, feelings, and information are shared

____ 10. This individual is adaptable and can adjust easily from one situation to another

____ 11. This individual has many abilities and talents

____ 12. Abilities and skills using the hands

____ 13. Skills that involve using the elements and principles of design in skillful ways

____ 14. Skills required include completing office tasks, such as typing, filing, and answering the phone

____ 15. Skills that help individuals get along and work together

Terms

A. artistic abilities
B. clerical abilities
C. communication
D. co-workers
E. entrepreneur
F. entry level
G. etiquette
H. evaluations
I. flexible
J. front of the house
K. gracious
L. hourly employees
M. impartial
N. manipulative abilities
O. networking
P. observant
Q. on call
R. on-the-job-training
S. professional
T. salaried employees
U. social abilities
V. tolerant
W. versatile
X. back of the house

____ 16. Having the appearance of being skilled, informed, and capable of performing a job

____ 17. Treating people with kindness and courtesy

____ 18. An individual who pays careful attention to what is happening around them

____ 19. A person who is able to endure problems and accepts that others may have different convictions

____ 20. Discussions between an employee and employer concerning an employee's job performance

Activity 5-2 • Career Investigation

Directions

In the left columns below, list examples of jobs in the hospitality industry. Include three entry-level jobs in box 1, three jobs requiring advanced training in box 2, and three jobs that require college or professional training in box 3. In the right columns, provide a typical duty performed for each job listed.

Box 1

Entry Level or High School	Duties Performed
1.	
2.	
3.	

Box 2

Advanced Training	Duties Performed
4.	
5.	
6.	

Box 3

College or Professional Training	Duties Performed
7.	
8.	
9.	

Activity 5-3 • Writing

Directions

In the space below, write a poem, paragraph, or rap that describes various employment opportunities in the hospitality industry.

Activity 5-4 • Identification

Directions

Complete the following activity to review front of the house positions and back of the house positions in the hospitality industry. Place a ✔ in the blank to the left to indicate that the position is front of the house.

____ 1. executive housekeeper

____ 2. cashier

____ 3. engineering supervisor

____ 4. bell staff

____ 5. concierge

____ 6. hostess

____ 7. pantry clerk

____ 8. purchasing manager

____ 9. maître d'hôtel

____ 10. expeditor

Activity 5-5 • Short Answer

Directions

In the space provided, answer the questions regarding entrepreneurial opportunities in the hospitality industry.

1. Define entrepreneur.

2. What types of hospitality businesses do entrepreneurs start?

3. How can entrepreneurs get the needed funds to start a hospitality business?

4. What are the advantages of purchasing a franchise that is already established?

5. When an entrepreneur starts a business, what plans and decisions need to be made?

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Activity 5-6 • Case Studies

Directions

The following case studies involve individuals who are working toward reaching their hospitality career goals. Read each situation. Write suggestions as to how their personal goals could be reached. In your suggestions, include such factors as training, educational requirements, grants and scholarships available, and the individual's personal characteristics (i.e., personal likes and dislikes, abilities, skills).

1. Jason is attending a culinary arts school. He has a dream of owning his own catering service.

2. Steve is the host at a very exclusive steak house. He enjoys working the front of the house and would like to become the manager of a hotel.

3. Marisella has worked as a busperson in a local coffee house for six months. She is a very dependable employee with great customer skills. She wants to become a server and use her tips to help fund her college education. She really enjoys being around people.

4. Kyle is currently teaching hotel and restaurant management courses at the community college. After teaching for five years, he has grown restless and wants to travel more. He is exploring the idea of a foodservice management position with a restaurant chain.

5. Share your hospitality career goal. What steps will you take to reach your goal? What training and skills does your career goal require? What personality traits do you possess that will benefit you in this career?

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Activity 5-7 • Evaluation

Directions

Complete the following activity to identify general qualities needed for employment in any hospitality career. Honest self-evaluation can help a person determine strengths and weaknesses. Place a ✔ by the following qualities you consider strengths and an **X** by the personal qualities you consider weaknesses. Circle the number of each quality that is needed for employment in any career.

✔ = personal strengths **X = personal weaknesses**

____ 1. I check my clothing and general appearance before going to school or work.

____ 2. I make needed repairs to clothing on a regular basis.

____ 3. I stay aware of fashion trends and choose clothing that is fashionable.

____ 4. I select clothing that is modest and fits properly.

____ 5. I wash my hair as needed to maintain cleanliness and style my hair daily.

____ 6. I maintain fresh breath and clean teeth by brushing, flossing, and practicing dental hygiene.

____ 7. I keep my hands clean and nails well manicured.

____ 8. I take a bath or shower daily and use a reliable deodorant.

____ 9. I select sensible shoes that are kept clean and in good repair.

____ 10. I maintain proper posture when sitting, standing, and walking.

____ 11. I make a good habit of smiling.

____ 12. I pronounce words correctly and use correct grammar.

____ 13. I speak loud enough to be heard and use a pleasant tone of voice.

____ 14. I am willing to listen to other people's views and opinions.

____ 15. I am prompt about completing assigned tasks.

____ 16. I am willing to tackle ordinary and unusual tasks if necessary.

____ 17. I am dependable and show consistency in my work.

____ 18. I keep my temper under control in stressful situations.

____ 19. I avoid talking about other employees and supervisors.

____ 20. I keep a positive attitude and show enthusiasm and a willingness to learn.

Chapter 6

Professional Organizations and Associations

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 6:

1G Summarize the roles and services of professional organizations serving the hospitality industry.

17F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.

Introduction

Professional organizations are not just for professionals. Professional organizations and associations provide benefits to professionals, students, and others interested in supporting or learning more about a profession or industry. Most professions have some type of professional organization or association available. The hospitality industry is quite complex and, as may be expected, has a large number of professional organizations to support every aspect of the industry.

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Activity 6-1 • Matching

Directions

Listed below are common terms used in hospitality organizations and associations. Match each description to the most appropriate term. Write the letter of the term in the blank beside each description.

Terms

A. code of ethics
B. networking
C. professional organization
D. standards
E. publications

Descriptions

_____ 1. A group of people who work together for the support and advancement of a profession

_____ 2. Making contact within a group; meeting and getting to know people who help to advance and support the industry

_____ 3. A statement of what is considered right or wrong within the profession

_____ 4. Journals, magazines, newsletter, directories, and books

_____ 5. A set of accepted practices that are used in a profession

Activity 6-2 • Short Answer

Directions

The hospitality industry is quite complex and has a large number of professional organizations to support every aspect of the industry. Respond to the following items using the spaces provided.

1. What do professional organizations do?

2. Why is it important to join a professional organization?

3. Why is it important to know the standard practices of the hospitality industry?

4. What is a code of ethics?

5. What is the best source for employers to find qualified, dedicated candidates to work in the hospitality industry?

Activity 6-3 • Internet Research

Directions

Search the Internet using the following hospitality professional organizations and associations' Web site locations. Provide a summary of information and resources found at each site that would benefit hospitality students and professionals.

American Hotel and Lodging Association (AH&LA)
http://www.ahma.com/
Summary of information and resources:

Educational Institute of the American Hotel and Lodging Association
http://www.ei-ahma.org/
Summary of information and resources:

Council on Hotel, Restaurant, and Institutional Education (CHRIE)
http://chrie.org/
Summary of information and resources:

National Restaurant Association (NRA)
http://www.restaurant.org/
Summary of information and resources:

National Restaurant Association Educational Foundation
http://www.edfound.org/
Summary of information and resources:

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American Culinary Federation, Inc. (ACF)
http://www.acfchefs.org/
Summary of information and resources:

Hospitality Sales and Marketing Association International
http://www.hsmai.org/
Summary of information and resources:

International Food Service Executives Association
http://www.ifsea.org/
Summary of information and resources:

International Executive Housekeepers Association, Inc.
http://www.ieha.org/
Summary of information and resources:

Activity 6-4 • True/False

Directions

Gain an understanding of the many hospitality professional associations and organizations by completing the following activity. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. Professionals in the hospitality industry often belong to more than one organization because each one of them has unique offerings and benefits.

____

T F 2. The goal of AH&LA is to provide educational programs, legislative news, and host conferences and seminars.

____

T F 3. CHRIE is an organization that is not concerned with education in the hospitality industry.

____

T F 4. The National Restaurant Association supports the interests and needs of one hundred and fifty thousand foodservice outlets.

____

T F 5. The Hotel Sales and Marketing Association International is a new organization formed to assist the industry.

____

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Chapter 7

Management Functions

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 7:

3C Explain management functions related to operations in the hospitality industry.
3E Analyze styles of supervision.

Introduction

Managers in the hospitality industry must lead many employees toward the common goal – the success of the business. A common management structure has, at the top-level, general managers who delegate specific departmental duties to department managers. Whether a general manager or department manager, the manager has an obligation to employees, customers, and the business owner to fulfill his or her many responsibilities. A manager has many roles he or she must perform successfully in order for a hospitality business to succeed.

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Activity 7-1 • Creative Scenarios

Directions

The manager of a hospitality facility is responsible for managing the whole property both directly and indirectly through other managers. Put on your thinking caps to create a scenario surrounding each one of the numbered items. Read the following example.

Example:
safety of guests: Nick, the general manager for the Village Inn, arrived early Monday morning. He noticed a puddle of water on the floor in front of the guest ice machine. Nick examined the ice machine and could not determine where the leak was coming from. He paged the engineering department and asked them to send someone to check the problem immediately. Also, he paged housekeeping and requested a "wet floor" sign, mop, and bucket for clean up. He waited until an engineering representative arrived and went to his office to make a sign for guests to use the ice machine on the other side until this problem was resolved. Nick knew that the safety of the guests and employees comes first.

1. Safety of employees

2. Security of guests

3. Security of employees

4. Overall appearance of the facility

Activity 7-2 • Short Answer

Directions

Review the basic styles of supervision by completing the chart below.

Style	Characteristic	Employee Response
Bureaucratic		
Democratic		
Autocratic		
Spectator		

Activity 7-3 • Matching

Directions

Review information about hospitality management by completing the following activity. Match each description to the most appropriate term. Write the letter of the term in the blank beside each description.

Terms

A. budget
B. convention business
C. corporate business
D. cover
E. education business
F. fiscal year
G. forecast
H. government business
I. marketing plan
J. transient business

Descriptions

_____ 1. Based on researching past sales and characteristics of the community and guests

_____ 2. A prediction or educated guess of the volume of business to expect

_____ 3. The guest count for a certain period

_____ 4. A type of business generated by individuals traveling on business trips

_____ 5. A type of business generated by individuals attending conferences and large meetings

_____ 6. A type of business generated by people using the hotel for government functions

_____ 7. A type of business generated by individuals just visiting or on vacation

_____ 8. A type of business generated by individuals using the hotel for educational purposes or attending educational meetings

_____ 9. A report of the projected income and expenses for the coming year

_____ 10. A twelve month block of time a business uses to plan and chart its financial information

Directions

Imagine you are the general manager of the Village Inn. You have the guest-night and meals-served figures for the past twelve months. Examine the following information and answer questions below.

The Village Inn

Month	Guest Nights	Guest Meals
January	4509	7301
February	5811	7522
March	5896	7555
April	6022	7732
May	5999	7827
June	5886	7752
July	5973	7866
August	6001	7798
September	6114	7851
October	6027	7658
November	5798	7487
December	5621	7009

1. What month was the best month last year for food and beverage revenue?
2. Which month was the best last year for room revenue?
3. For which month next year would you forecast a low count in guest nights?
4. What would you predict will be the top three months for revenue in food and beverage next year?
5. How might you explain the lower number in January for guest nights?

Activity 7-5 • Calculations

Directions

The formula for calculating total sales revenue for a given month is shown in the box below. Using the data provided in Examples 1 and 2, use the formula to calculate the total sales revenue for each hotel in the month referenced.

Sales Revenue Formula

Average room rate
x
actual occupancy percentage
x
number of rooms available
x
number of days in the month
=
total sales revenue for the month

Example 1

The Village Inn has 100 rooms available at an average room rate of $40.00. For the month of April, the actual occupancy percentage was 83.5%.
What was the total sales revenue for the month of April?

Total sales revenue for the month $______________

Example 2

The City Suites has 100 rooms available at an average rate of $44.80. For the month of September, the actual occupancy percentage was 80%.
What was the total sales revenue for the month of September?

Total sales revenue for the month $______________

Activity 7-6 • Sentence Completion

Directions

To review the information about the role of a manager in marketing and services, complete the following sentences. For each item below, write the word or words in the blank provided that best complete(s) the sentence.

1. Managers want customers to be ______________ and ______________ quickly so they are not left waiting or ignored.

2. Customer satisfaction will bring ______________ business, ______________, and ultimately more ______________.

3. Large hotels and restaurant chains have ______________ ______________ personnel who work to create a good image for the facility.

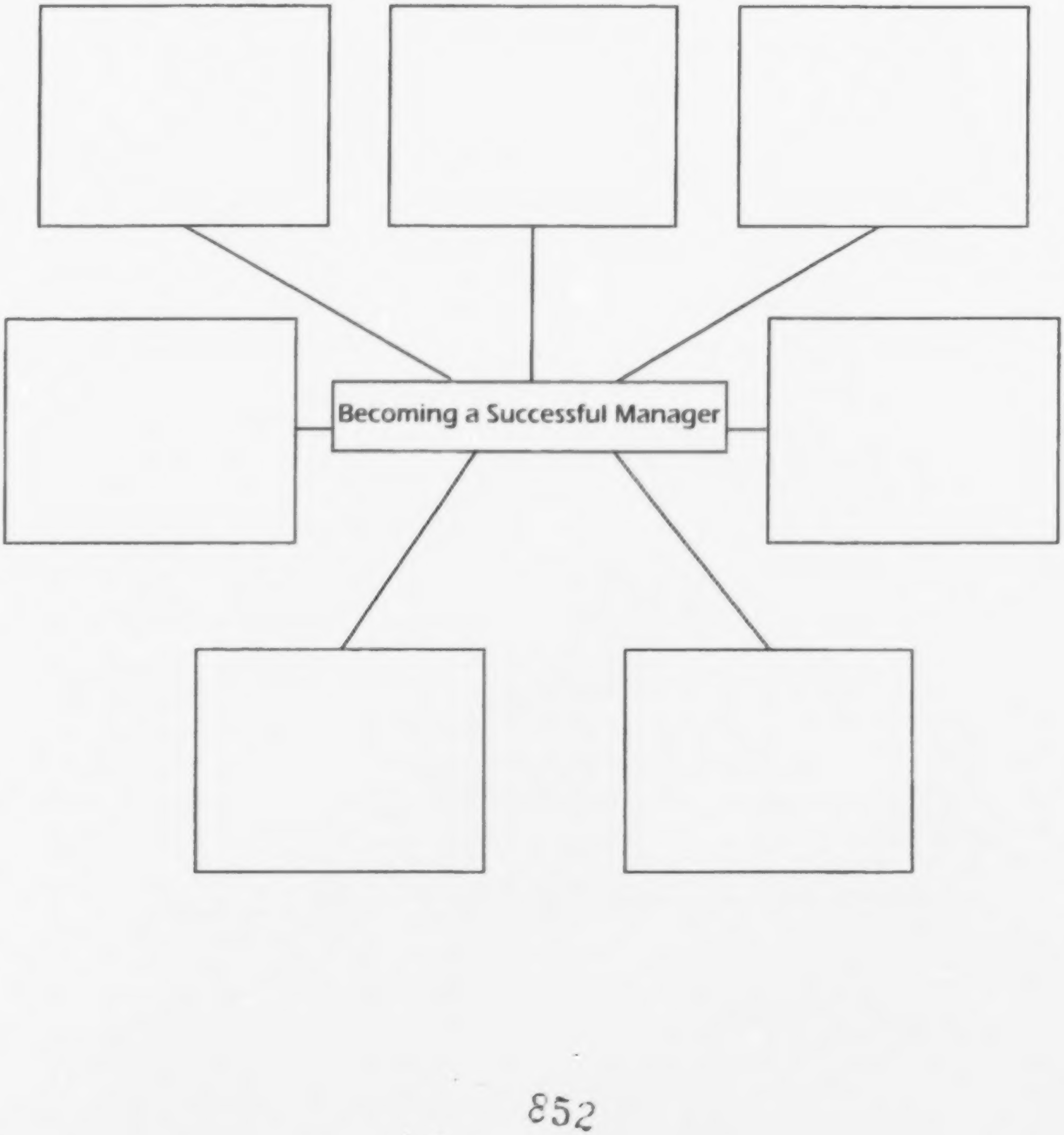
4. If a foodservice operation provides good service and good food, it will develop a good ______________.

5. If the hotel is understaffed, ______________ ______________ and satisfaction suffer, possible affecting future business.

Activity 7-7 • Idea Graph

Directions

To review the skills needed to become a successful manager, complete the idea graph below.


Becoming a Successful Manager

Chapter 8

Developing A Business Plan

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 8:

1E Analyze the effects of the global economy on the hospitality industry.
1F Describe the impact of technological innovations on the hospitality industry.
3D Explain components of a strategic business plan.
17C Describe entrepreneurial opportunities in the hospitality services industry.
17D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.

Introduction

Many people dream of having their own business. Their reasons for wanting to become a business owner vary greatly. Some people want to be their own boss while others want to have an outlet for their talents and creativity. Many hospitality businesses are started as a result of talented individuals selling their creative ideas or products.

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Activity 8-1 • Sentence Completion

Directions

Select the most appropriate word from the list to complete each sentence related to developing a business plan. Write the word(s) in the blank.

Word List

asset
balance sheet
business plan
capital equipment
cash flow analysis
competition
employees
entrepreneur
financial management plan
financial projections
liability
management plan
marketing
net
operating budget
operations manuals
planning
pro forma
start-up budget
target market

1. An________________ is a person who owns and operates his or her own business.

2. A ________________ ________________ is a document that defines a business in precise terms.

3. ________________ is a process of presenting the product in such a manner that individuals buy it.

4. The ________________ ________________ is essentially all the available and potential customers.

5. The ________________ is any business that is offering similar services or products and therefore competing for customers.

6. The ________________ ________________ ________________ contains budgets, capital equipment lists, balance sheets, cash flow analyses, any applications or contracts, descriptions of the accounting system to be used, and descriptions of inventory controls to be used.

7. An ________________ ________________ accounts for the actual amount of money needed to open the business.

8. An ________________ ________________ is a projection of how money will be spent when the business is actually open.

9. An ________________ is something of value that the business owns.

Activity 8-1 • Sentence Completion, cont'd.

10. A ________________ is a financial obligation or a debt.

11. The ________________ cash flow is what is left over after all income is totaled and all expenditures are subtracted.

12. When writing a business plan for a business that does not exist yet, balance sheets and cash flow analysis are done based on predictions, these are called ________________ ________________ balance sheets and cash flow analyses.

13. The ________________ ________________ describes the aspects of how the business will actually operate day-to-day.

14. ________________ ________________ tell the franchisee how to operate the business.

15. ________________ ________________ involve using current information along with trends to look into the future of the business.

16. ________________ ________________ includes equipment used to produce the product or service that is being sold.

17. A ________________ ________________ shows the assets of a business alongside the liabilities.

18. A ________________ ________________ ________________ lists all sources of income and all expenditures for a given period of time.

19. Projecting future circumstances allows for ________________, which can help a business get the most from opportunities and experiences and the least set back from problems.

20. Much of the management plan is devoted to ________________, how many, how they will be paid, how they will be trained, what their job duties are, and how they will be supervised.

Activity 8-2 • Short Answer

Directions

Think about questions that need to be asked of individuals who are interested in entrepreneurship. Then, define the term *entrepreneurship* and list six pertinent questions in the spaces provided.

Entrepreneurship

1.

2.

3.

4.

5.

6.

Activity 8-3 • Writing

Directions

Write a two-paragraph essay describing personal characteristics an entrepreneur should possess.

Activity 8-4 • Outline Completion

Directions

Review the components of a business plan by listing the components under each numbered item below. Fill in the missing information in each section.

Components of A Business Plan

1. Description
   - Description of the product or service
   - Location of business
   -
   -
   -
   -
   -

2. Marketing Plan
   - Establish target markets
   - Research the customers
   -
   -
   -
   -
   -
   -
   -
   - Marketing plan
   -
   -
   -

3. Financial Management Plan
   - Budgets
   - Capital equipment
   - Balance sheets
   - Cash flow analysis

4. Management Plan
   - Operations manual

5. Supporting Documents
   - Bank records
   - Examples of marketing tools, such as logos or menus
   -
   -
   -
   -
   -

6. Financial Projections
   - Trends

Chapter 9

Organizational Structures

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 9:

3A Describe various types of hospitality operations.
3B Contrast various ownership and management structures in the hospitality industry.

Introduction

Lodging and food operations vary in the types of ownership and methods of operation or management. Business owners can choose from five legal forms of business ownership when planning to open a hospitality business. They also choose operational or management methods used for managing the business.

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Activity 9-1 • Vocabulary Identification

Directions

Fill in the table below by writing the definitions of chapter vocabulary words.

Vocabulary Word	Definition
1. board of directors	
2. capital expenditures	
3. capital goods	
4. chain operations	
5. corporation	
6. franchise	
7. franchise operations	
8. franchisee	
9. franchiser	
10. general partnership	

Activity 9-1 • Vocabulary Identification, cont'd.

Vocabulary Word	Definition
11. independent operations	
12. limited partnership	
13. multi-unit organizations	
14. owner-managed businesses	
15. owner-operated businesses	
16. private corporations	
17. public corporations	
18. shareholders	
19. silent partners	
20. sole proprietorships	
21. subchapter S corporations	

Activity 9-2 • Multiple Choice

Directions

In the blank to the left of each statement, write the letter of one of the five legal forms of business organizations described. The business organizations are listed below.

A. Sole Proprietorship
B. Corporation
C. Subchapter S Corporation
D. General Partnership
E. Limited Partnership

____ 1. Has silent partners

____ 2. Created by a statute that allows a group of people to work together for a profit

____ 3. Tax-option forms of incorporations that permit qualifying corporations to be taxed as sole proprietors

____ 4. All profits go to the owner

____ 5. Some partners do not have a voice in business decisions or management control

____ 6. Begun by creating an agreement or contract among the people wanting to conduct business together for a profit

____ 7. Financing is limited to the owner's personal funds and any loans others are willing to offer the owner

____ 8. Owners are called shareholders

____ 9. Highly regulated by the Internal Revenue Service and the state

____ 10. A joint ownership of business

Activity 9-3 • Sentence Completion

Directions

The following statements summarize the various types of operational/management methods for business. Each statement contains a scrambled word. Unscramble the words and place them in the boxes provided.

Bonus: When all words are unscrambled, unscramble the circled letters to fill in the blank at the end of the activity.

1. Owner-operated properties that are not affiliated with a multiple-unit organization are commonly classified into one group called EDNDEPNNIET AEONRSITOP.

○☐☐☐☐☐☐☐☐☐☐
☐☐☐☐☐○☐☐☐☐

2. AICHN EOSRNPOATI refer to several businesses which may have the same or different names, but have the same ownership.

☐☐☐○☐ ☐☐☐☐☐☐☐☐☐○

3. Monies used toward the acquisition or production of capital goods are called TAILPCA XDPEIESNEURT.

☐☐☐☐☐☐○ ☐☐○☐☐☐☐☐☐☐☐☐

4. Multi-unit organizations consist of both chain businesses and ACSHFIREN businesses.

☐☐☐☐☐○☐☐☐

5. The difference between an owner-EARODPTE and the owner-AGEMDNA business is that the owner-NAGDEMA business has a supporting staff of employees to help run the business.

○☐☐☐☐○☐☐ ☐○☐☐☐☐☐

☐☐☐☐☐☐☐

Bonus: ○○○○ⓨ○○○○○○ ______________

Chapter 10

The Human Resources Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 10:

9A Describe functions of the human resources division.

9B Exhibit personal qualities and skills required of employees within the human resources division.

9C Describe specific duties of employees in the human resources division.

9D Perform appropriate tasks according to industry standards.

9E Analyze issues affecting human resources management.

9F Apply available technological innovations to operations within the human resources division.

Introduction

The human resources division directs and coordinates the human resource needs of the hotel staff. As the phrase suggests, human resources is the business of managing the most important resource used by the hospitality industry – humans. A hotel may have the most luxurious facilities and a restaurant may have the tastiest food, but if they do not have a gracious, well-trained staff they will not succeed. Large hotels have their own human resources division. Chain hotels usually have a central human resources division serving many individual hotels. In small hotels, the general manager usually handles most human resources responsibilities.

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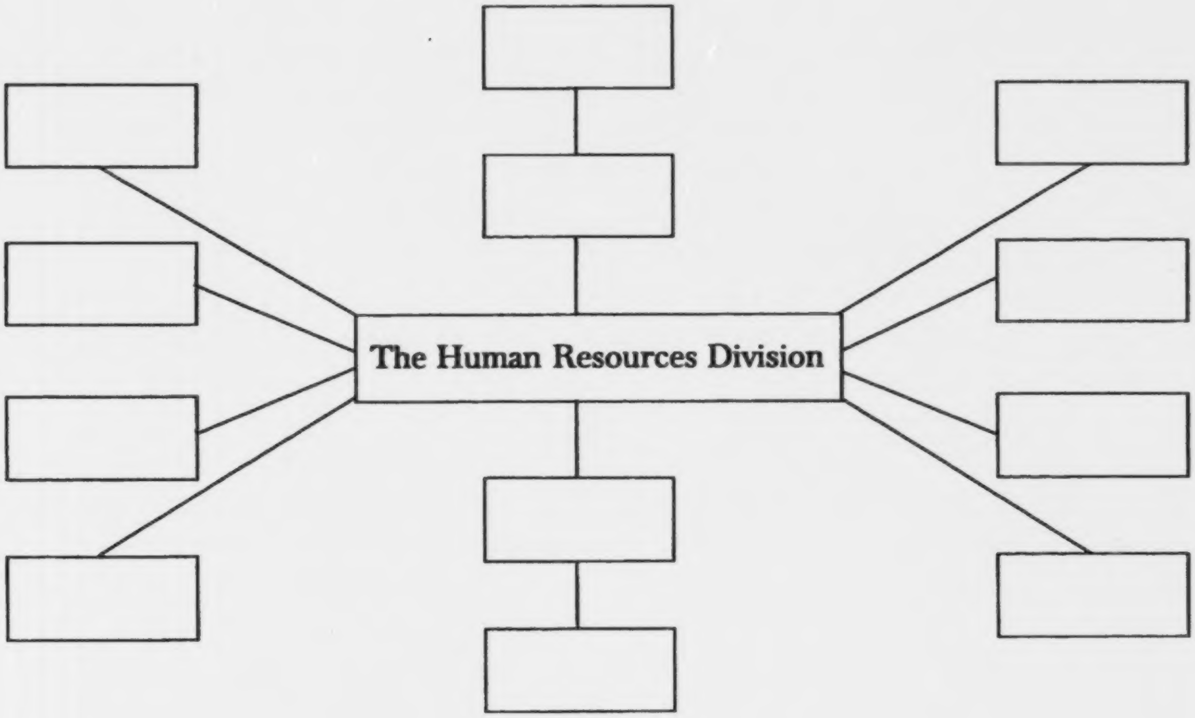
Activity 10-1 • Idea Graph

Directions

Complete the diagram below by listing the components of the human resources division in the twelve boxes.


The Human Resources Division

Activity 10-2 • Matching

Directions

Listed below are procedures for hiring or training employees in the human resources division. Match each procedure to the correct term by placing the appropriate letter in the blank to the left of each procedure.

H = hiring
T = training

____ 1. A record of the interview is kept.

____ 2. An employee is given an explanation of why training is needed.

____ 3. Positive and pleasant aspects are stressed using praise and ego-building techniques.

____ 4. The applicant is matched with jobs available.

____ 5. Sanitation, safety, rules, and regulations are explained.

____ 6. Competitive wages and benefits are offered.

____ 7. A careful screening with reference checks is conducted.

____ 8. The employee is allowed to help set goals.

____ 9. An employee is shown how to perform tasks.

____ 10. The employee's needs and aspirations are considered for determining workload.

Activity 10-3 • True/False

Directions

Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. The human resources division directs and coordinates the human resources needs of the hotel staff.

T F 2. The human resources division is headed by the catering director.

T F 3. Because of the high turnover rate in the hospitality industry, the human resources director is vitally important to the entire hospitality operation.

T F 4. Recruitment means actively seeking people to employ, rather than waiting for people to apply for jobs.

T F 5. Discrimination in the workplace means that employment decisions are made based on reasons other than on the person's qualifications or performance.

T F 6. Internal recruiting seeks to find new employees from outside of the business.

T F 7. Cross training means that an employee is trained to perform more than one specific job.

T F 8. A performance evaluation or appraisal is done by the employee to measure how well he or she is doing.

Activity 10-3 • True/False, cont'd.

T F 9. The terms wage and salary mean the same thing.

____

T F 10. Sexual harassment occurs when any unwanted sexually oriented behavior changes an employee's working conditions or creates a hostile or abusive work environment.

____

Activity 10-4 • Writing

Directions

After reading the "To Do List" of a human resources director and reviewing the responsibilities of the human resources division, write a letter to your teacher explaining the role of the human resources division in the hospitality industry.

Directions

Complete the following sentences by filling in the blanks with the correct terms.

1. Human resources is the business of managing the most important resource used by the hospitality industry, ________________.

2. The human resources director must be a " ________________" person and be able to communicate effectively with a diverse group of employees.

3. The hiring process includes advertising positions, managing the application process, ________________ ________________, interviewing, and ________________ ________________ of employment to desirable candidates.

4. ________________ in the workplace means that employment decisions are made based on reasons other than on the person's qualifications or performance.

5. Human resources directors oversee ________________ of new employees by providing some of the ________________ themselves, and coordinating with managers and experienced employees to provide the rest.

6. Businesses maintain detailed records on employees for many reasons, one of which is to be able to provide ________________ in cases of lawsuits or insurance claims.

7. Benefits are " ________________" provided for employees outside of their salary or wages.

8. A ________________ ________________ or appraisal is a measure of how well the employee is doing in his or her job.

9. Diversity refers to differences such as age, ________________, ________________, ________________ and ________________.

10. The human resources division is headed by the ________________ ________________ ________________.

Chapter 11

Safety and Emergency Procedures

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 11:

1D	Evaluate considerations and accommodations for employees and guests with special needs.
1F	Describe the impact of technological innovations on the hospitality industry.
2D	Evaluate the relationship between employee responses and guest satisfaction.
4B	Describe considerations regarding liability for injuries or damages to guests, employees, or property.
11F	Analyze the relationship between the security division and front desk operations.
11G	Outline procedures for the safety and security of guests and employees.

Introduction

Owners and managers of hospitality facilities are concerned about the safety of guests and employees. They also are required by federal law and local government codes to provide a safe environment for guests and a hazard-free workplace for employees. Hospitality facilities show concern and desire to provide good service by following these codes and laws for the welfare of guests and employees.

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Activity 11-1 • Short Answer

Directions

Read the items listed below. Write your responses in the spaces provided.

1. What is liability?

2. What is the purpose of worker's compensation insurance? Who does it cover if there is an injury?

3. What are contingency plans for hotels and for food and beverage operations?

4. Explain the purpose of OSHA.

5. What are the common goals of a safety committee in a hospitality facility?

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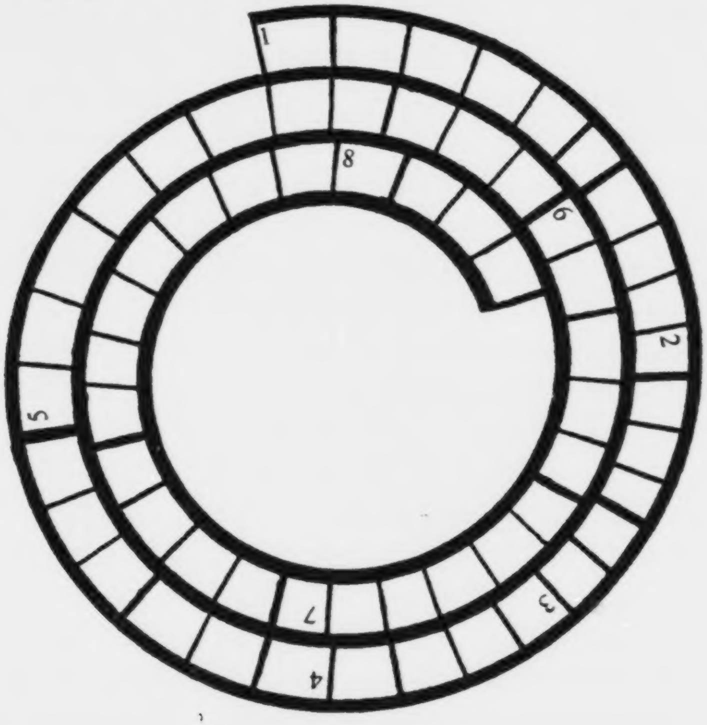
Activity 11-2 • Sentence Completion

Directions

To identify safety responsibilities of management and employees, complete the following activity. Read each statement carefully and select the word which best completes each sentence. Place the word by the corresponding number in the spiral puzzle.

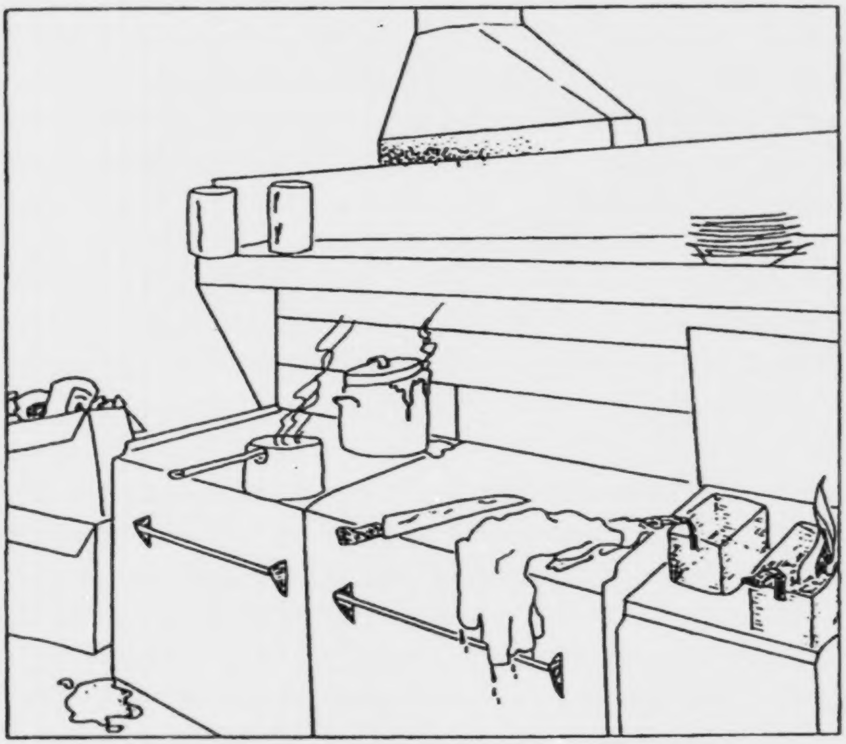


1. The legal responsibility or obligation for loss or damage is called______.
2. A ______ is a potentially dangerous condition.
3. ______ is a department within the local government that enforces the regulations to help business prevent safety hazards and accidents.
4. Exits that have been identified as safe for use in an emergency are also called ______ routes.
5. ______ plans are plans for handling unforeseen conditions and are used by most hotel and food operations.
6. Good ______ is necessary for maintaining healthful conditions.
7. Hospitality businesses must carry worker's ______ insurance to cover workers who are injured as a result of their employment.
8. A set principle of conduct is also known as a ______.

Activity 11-3 • Identification

Directions

How do you rate as a safety inspector? In the illustration below, our inspector found ten safety hazards and potential accidents. Circle all of the safety hazards and potential accidents that you can find. Then, in the blanks provided below the illustration, describe the potential hazard of each item you circled. When you have finished, count the total number of safety hazards and potential accidents you found and compare that number with the ratings in the Safety Inspector Ratings box. Good Luck!



1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Safety Inspector Ratings

0-3: Oops! Go back and review this material again.
4-7: Good Work! You are on your way.
8 or more: Congratulations! You are a top-notch Safety Inspector.

Activity 11-4 • Identification

Directions

Complete the following activity to determine major causes of job-related accidents. Read each item below. If the item describes a way to prevent job-related accidents, draw a ☺ in the space to the left of the item. If the item describes a major cause of job-related accidents, leave the space blank.

____ 1. Fatigue

____ 2. Proper use of equipment

____ 3. Slippery or wet floors

____ 4. Running and jumping in the pool area

____ 5. Adequate lighting on stairways

____ 6. Use of the proper knife for the job

____ 7. Loose ceiling tiles

____ 8. Discarding chipped or cracked glass

____ 9. Use of aluminum ladders around electrical sources

____ 10. Ranges, ovens, and hoods that are free from grease

____ 11. A nutritious diet

____ 12. Handle equipment with wet hands

____ 13. Aerosol products near open flame

____ 14. Monitor temperature of oils

____ 15. Pick up broken pieces of glass with hands

____ 16. Store heavy items on lower shelves

____ 17. Practice good posture

____ 18. Use water or flour to extinguish a grease fire

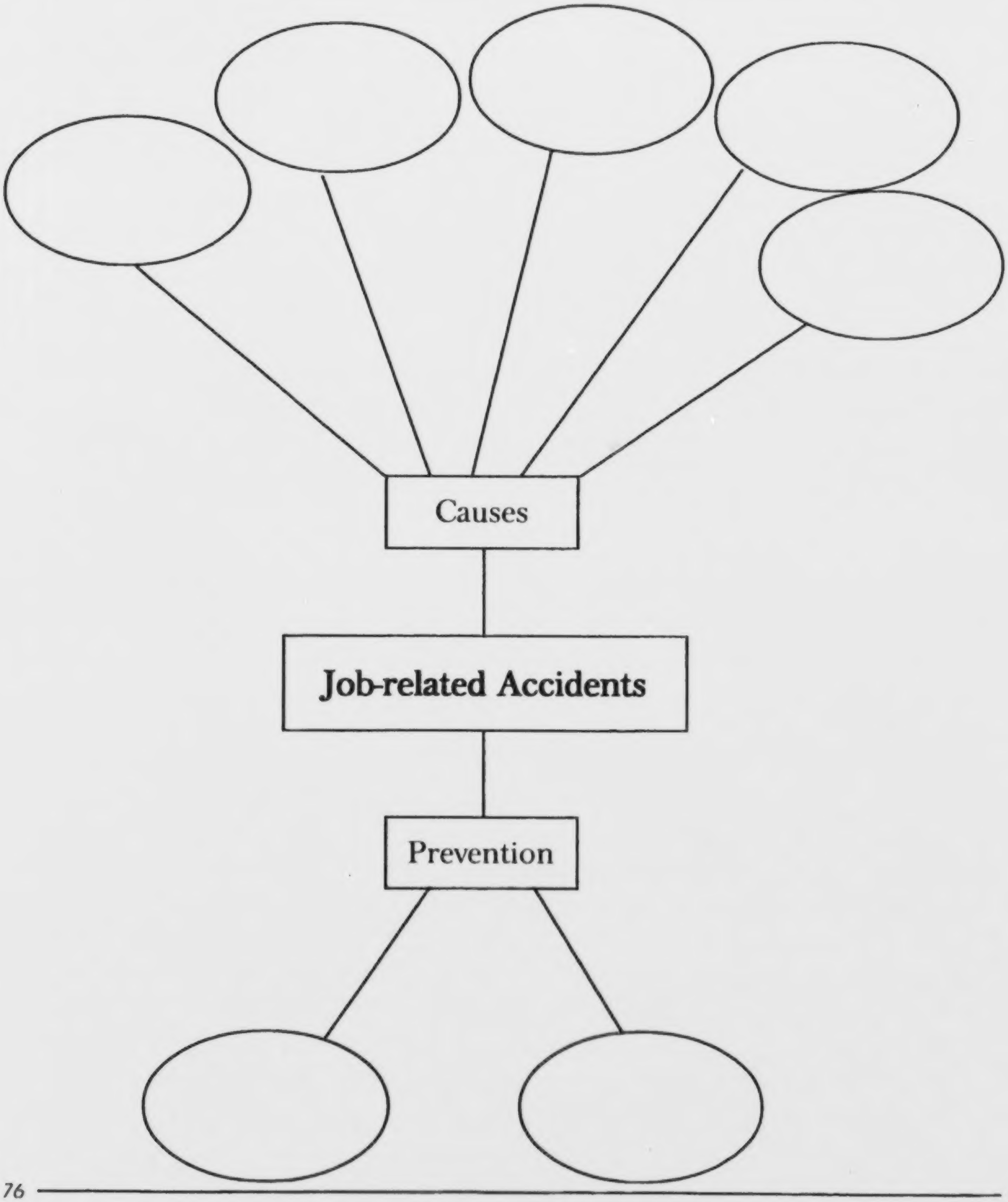
____ 19. Get help to lift heavy objects

____ 20. Inspect fire systems twice a year

Activity 11-5 • Idea Graph

Directions

Review the text by completing the diagram below on job-related accidents. In the top ovals, write the causes of job-related accidents. In the bottom ovals, write suggestions for accident prevention.


Causes
Job-related Accidents
Prevention

Activity 11-6 • Matching

Directions

Place the letter of each type of accident that might result from a failure to follow safety procedures in the blank to the left of each safety procedure listed below. Each letter may be used more than once.

Types of Accidents

A. burns	E. shock
B. cuts	F. strains and bruises
C. falls	
D. fire and explosions	

Safety Procedures

_____ 1. Check pilot lights and all burners before lighting the range, oven, or other gas appliances.

_____ 2. Report any faulty electrical equipment promptly.

_____ 3. Never try to locate broken pieces of glass in dishwater. Drain the sink instead.

_____ 4. Turn pan handles away from the front of the range to prevent tipping.

_____ 5. Never leave hot fat unattended.

_____ 6. Wipe up spills immediately.

_____ 7. Never leave knives in a sink of water where they cannot be seen.

_____ 8. Be sure electrical cords are in good repair.

_____ 9. Do not overload food trays or carts.

_____ 10. Use thick, dry hot pads or mitts when handling hot pans and dishes.

_____ 11. Do not use knives for prying lids, opening mail, cutting paper and string, or sharpening pencils.

_____ 12. Strike the match before turning on the gas when lighting the oven.

_____ 13. Never handle electrical equipment with wet hands or while standing in water.

_____ 14. Keep knives sharp.

_____ 15. Get help to lift and carry heavy objects, such as large pots of food or bags of flour.

_____ 16. Pick up glass splinters with a damp paper towel and discard.

_____ 17. Correct or report floor hazards and obstructions.

_____ 18. If a knife falls, do not try to catch it. Get out of its way.

_____ 19. Discard chipped or cracked glasses and dishes.

_____ 20. Lift heavy objects by keeping the load close to the body. Lift with the legs, keeping the back straight.

_____ 21. Pull oven rack out, then remove the container. Do not reach into the oven.

_____ 22. Watch where you are going, especially when going through doors or around corners.

_____ 23. Wear rubber-soled leather shoes when working with foodservice equipment.

_____ 24. Never try to carry a burning pan to another location.

_____ 25. Walk, do not run.

Activity 11-7 • Short Answer

Directions

In fire emergencies, employees of a hospitality facility have many responsibilities. Answer the following items in the spaces provided.

1. What five things must employees know prior to a fire emergency?

2. What is CPR? Who should be trained in CPR?

3. What are the responsibilities of the following positions during fire emergencies?
   - Room attendants
   - Front desk personnel
   - Engineering personnel
   - Managers
   - Foodservice employees
   - Kitchen employees

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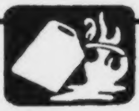
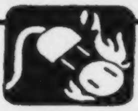
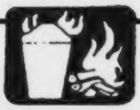
4. What information does the fire department need when an employee reports a fire emergency?

5. Explain the proper procedure for evacuation in case of a fire emergency.

Activity 11-8 • Pictograms

Directions

Presented below are pictograms illustrating the three types of fires. Follow these steps to complete the box. Under each pictogram: (A) label each pictogram as a Type A, B, or C fire; (B) list three examples of the burning substances (i.e., wood, oils, wiring); and, (C) give two methods for extinguishing or containing the fire.

Pictogram			
Type of Fire	(A) ______________	(A) ______________	(A) ______________
Burning Substances	(B) ______________ ______________ ______________	(B) ______________ ______________ ______________	(B) ______________ ______________ ______________
Methods to Extinguish or Contain Fire	(C) ______________ ______________	(C) ______________ ______________	(C) ______________ ______________

Activity 11-9 • Short Answer

Directions

To review how to use a fire extinguisher, think of the word PASS. In the spaces below, fill in the general directions indicated by letters in the word PASS.

1. P

2. A

3. S

4. S

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Activity 11-10 • Matching

Directions

Explain procedures used in weather emergencies by matching the weather emergency term with the appropriate phrase. Place the letter of the correct term in the blank to the left of the matching phrase. Some terms may be used more than once.

Weather Emergency Terms

A. watch
B. tornadoes
C. blizzards
D. earthquakes
E. warning
F. hurricanes

Phrase

____ 1. Water and gas leaks are a concern in their aftermath.

____ 2. These pose occasional threats of widespread damage to coastal areas.

____ 3. Conditions are likely for a weather emergency or disaster to occur.

____ 4. These plans are similar to the fire plans for most hotel and food operations.

____ 5. A weather emergency or disaster has occurred, and people in the area should take necessary precautions immediately.

____ 6. These are most common in the northern part of the United States.

____ 7. These occur without warning and last only a few seconds or minutes.

____ 8. Results may include closed roads, stalled traffic, and broken power and telephone lines.

____ 9. Parts of buildings may crack and crumble as a result.

____ 10. Employees must evacuate guests to predetermined meeting areas and remain there until the management announces that the danger has passed.

____ 11. Enough warning is usually given to enable the evacuation of the hospitality operation before the storm approaches.

____ 12. Windows should be boarded or taped to prevent damage from broken glass, winds, tides, and flying debris.

Activity 11-11 • Word Scramble

Directions

Unscramble the words in the left-hand column to identify procedures used in medical emergencies. Write the unscrambled words in the blanks to complete the statements.

1.	MIRPAACED	A ________________ is a person trained in emergency medical care as a medical rescue professional.
2.	EKCOH	Individuals can ________________ when an object, such as food, becomes lodged in their throat and breathing is obstructed.
3.	MICHLEHI NEUREMVA	An abdominal thrust procedure known as the ________________ ________________ is a method of forcing air from the lungs to dislodge an obstruction in a person's throat.
4.	EBUL SLIPUP	A person who has stopped breathing may be unconscious, have no breathing movements in the chest or stomach, lips may be ________________, and ________________ may be dilated.
5.	RDHTI EREDGE	A burn that is characterized by partially destroyed skin and charring is called a ________________-________________ burn.
6.	ODLOB SOLS	Shock and loss of consciousness may be a result of rapid ________________ ________________.
7.	SEDSRGNI	A ________________ is a sterile bandage used to cover and protect a wound.
8.	KHOSC	A result of a depression of vital body functions is known as ________________.
9.	USDFIL	After an accident, victims should not be given ________________ if they are nauseated, unconscious, have head or abdominal injuries, or may require surgery.
10.	TROPER	An employee should always________________ potential hazards to the supervisor or manager for correction.

Activity 11-12 • Short Answer

Directions

Complete the Classification of Burns box below by matching the type of burn with the description of the burn and the proper treatment for the burn. Use the information provided below to fill in the boxes. Each listing will be used only once.

Types, Descriptions, and Treatments of Burns

- Cover entire area with a dry, sterile dressing
- First-degree burn
- Place under cold water
- Place under cold water and cover with dry, sterile dressing
- Second-degree burn
- Skin partly destroyed, charring present
- Skin reddened, blisters formed
- Skin reddened but unbroken
- Third-degree burn

Classification of Burns

(A) Type	(B) Description	(C) Treatment
1.		
2.		
3.		

Activity 11-13 • Sentence Completion

Directions

Review first aid for choking victims by completing the following sentences.

1. Choking occurs when something, such as food, becomes lodged in a person's throat and breathing is _______________.

2. A choking victim is unable to cough or breath and may turn blue in the face or use a distress signal, such as _______________ _______________ _______________.

3. The airway must be opened quickly by giving the victim a series of quick, _______________ _______________ to the abdomen.

4. The Heimlich maneuver was developed by U.S. surgeon _______________ _______________.

5. The _______________ _______________ is a technique used to dislodge food or other objects that are blocking the airway in a conscious victim.

Chapter 12

Marketing and Public Relations

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 12:

8A Describe roles and responsibilities of the departments within the sales and marketing divisions.

8B Display personal qualities and skills required of employees within each department.

8C Describe specific duties of employees in various departments.

8D Perform appropriate tasks according to industry standards.

8E Compare various marketing methods utilized in the hospitality industry.

8F Apply technological innovations to facilitate sales and marketing division operations.

Introduction

In the past, most hospitality businesses did not recognize the need to prepare marketing plans with promotional and public relations campaign strategies. They just opened their doors, served food, and rented rooms. Now however, more hospitality operations have discovered that they need to establish direction for their businesses. To aggressively gain customers, they must stay ahead of competitors and keep their company names familiar to the public so that when the public needs a hotel or wants to eat out, they will choose the ones most familiar to them. Marketing, public relations, and special promotions help businesses become favorably familiar to the public.

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Activity 12-1 • Matching

Directions

Review terms related to marketing and public relations by completing the following activity. Match each definition to the most appropriate term. Write the letter of the term in the blank to the left of each definition.

Definitions

____ 1. A professional who is involved in such transactions as selling and buying properties

____ 2. Operational guides developed through research that help a business sell its services or products

____ 3. Goods, services, facilities, staff, and appeal the business will provide

____ 4. The potential customer of a hotel or foodservice operation

____ 5. Similar businesses that might be in competition for the same prospective customers

____ 6. A technique that places the product or service in the mind of the potential customer

____ 7. Refers to a formula many hospitality managers use to develop marketing plans

____ 8. This includes the plans for strategies that the business will use to attain its marketing goals

____ 9. The action of favorably presenting goods or services for sale to the public

____ 10. A personal visit by a hospitality sales manager to a potential customer

____ 11. Occurs when a hotel sales representative sets up a booth in a high traffic area and greets corporate business travelers with refreshments and promotional materials as they pass

____ 12. Communication designed to influence opinion and promote a favorable image, goodwill, or prestige for a company, organization, or individual

____ 13. Information about a person, place, or thing that is prepared as news to be presented to the public

____ 14. Involve the actions of purposefully causing interest to be created in a person, place, or thing to further the growth and acceptance of the item through special activities

____ 15. Smaller cities joined to a large city by airways, railways, or highways

Terms

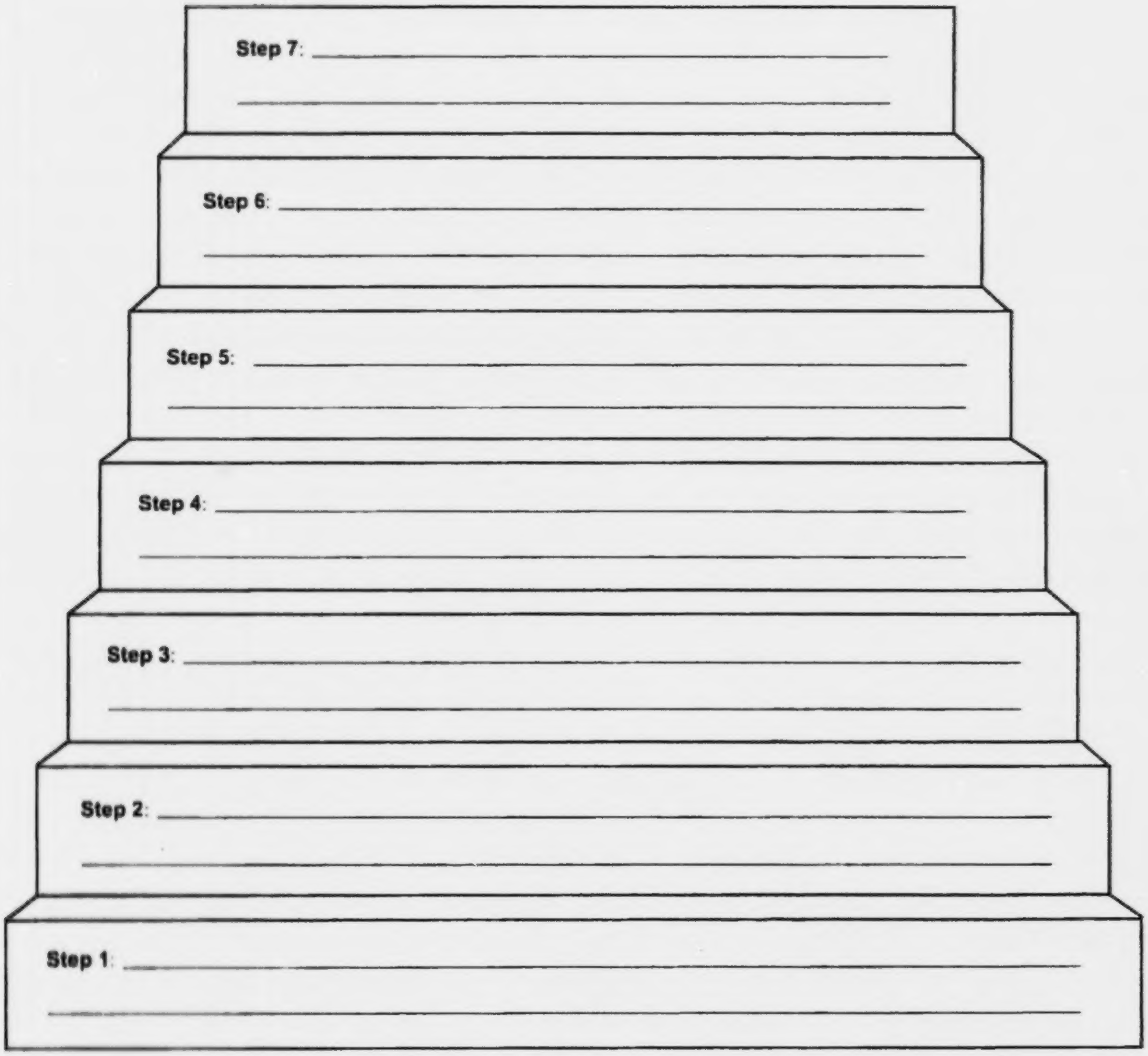
A. action plan
B. advertising
C. competitors
D. feeder cities
E. market
F. market analyst
G. marketing mix
H. marketing plans
I. positioning
J. product
K. promotions
L. public relations
M. publicity
N. sales blitz
O. sales call

Activity 12-2 • Labeling

Directions

Complete the diagram on developing a marketing plan. Identify and describe each step on the lines provided.

Steps in Developing a Marketing Plan



Step 7: ______________________________

Step 6: ______________________________

Step 5: ______________________________

Step 4: ______________________________

Step 3: ______________________________

Step 2: ______________________________

Step 1: ______________________________

Activity 12-3 • Puzzle

Directions

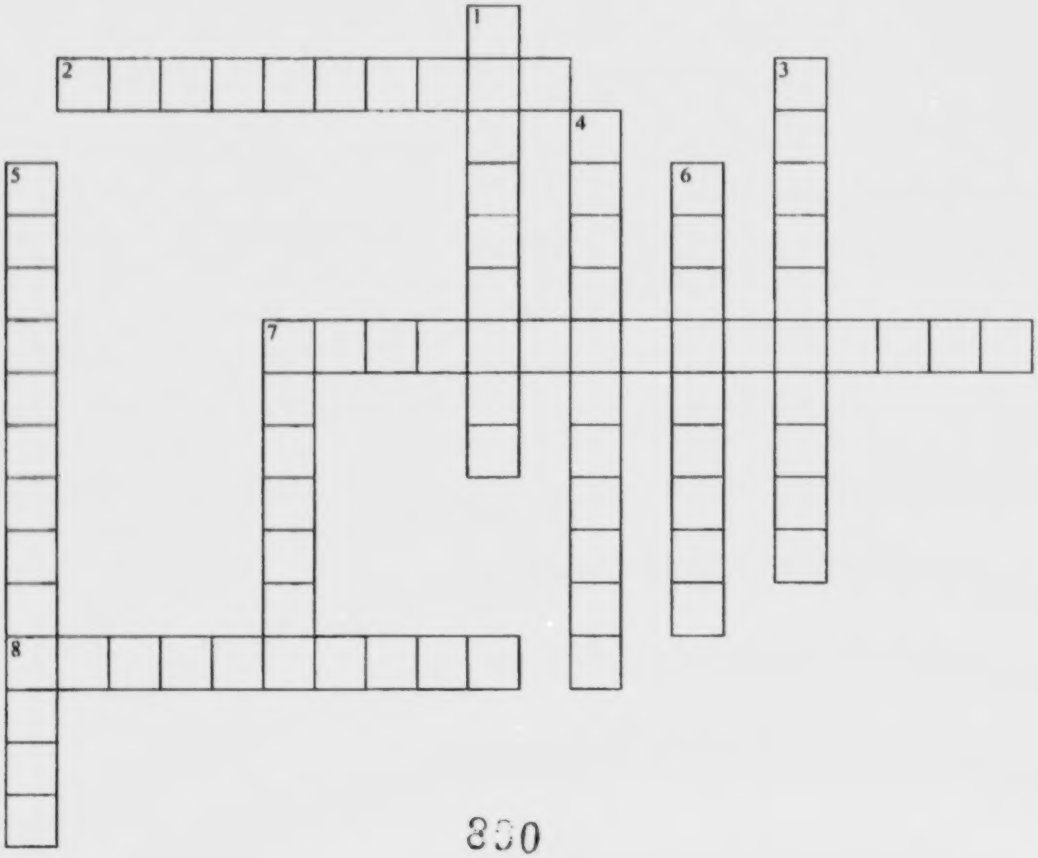
Fill in the crossword puzzle using the clues below. Clues describe various aspects of marketing, public relations, and special promotions.

ACROSS

2. organizes the strategy a business will use to maintain a marketing goal
7. promotes favorable images, goodwill, and prestige for a business
8. a special weekend package

DOWN

1. its primary purpose is to help a business sell its services or products
3. a similar business that might compete for the same customers
4. typically reaches potential customers through the mass media
5. developed annually along with the operating budget
6. information presented to the public to gain public attention or support
7. the goods and services a business provides



Activity 12-4 • True/False

Directions

Determine roles of marketing, public relations, and promotions in the hospitality industry. In the blank to the left of each statement, write the word True if the statement is true or False if the statement is false. In the space provided, rewrite each false statement to make it true.

Part A

_______ 1. A marketing plan should be flexible and should be used as a guideline for the business to be successful.

____

_______ 2. Marketing research provides information to owners and managers regarding the economy, competition, and history of the business.

____

_______ 3. Publicity is paid for advertising that is presented to the public through the media.

____

_______ 4. Promotional activities are planned in advance for the sole purpose of increasing business.

____

_______ 5. All promotional activities help the company's image.

____

_______ 6. Marketing research helps management makes sales and revenue projections for the coming year.

____

Activity 12-4, cont'd. • Short Answer

Part B

Directions: A relatively new hotel wants to promote to the general public. In the spaces provided below, (1) describe the hotel (number of rooms, description of the restaurant, number of employees, types of customers preferred, and room rates); (2) describe a public relations activity; and (3) describe a promotional activity (such as a weekend package, senior citizen's discount, children's discount, and travel points).

1. ______________________________

2. ______________________________

3. ______________________________

Activity 12-5 • Short Answer

Directions

Answer the following questions in complete sentences describing the responsibilities of hospitality employees related to marketing, public relations, and promotions.

1. How do owners and managers review their operations in order to prepare a marketing plan and budget for the next year?

2. What are the responsibilities of public relations personnel in the hospitality industry?

3. How are special promotions organized?

4. Sales calls and sales blitzes should be followed up in what ways?

5. How do follow-up calls help marketing efforts?

Activity 12-6 • Evaluation

Directions

To analyze how marketing, public relations, and promotions contribute to business success, complete the activity below. Place a ✔ in the blank to the left of each item that describes a way in which marketing, public relations, and promotions contribute to success of the hospitality business.

____ 1. A business meeting the needs and desires of its customers profitably

____ 2. Letting the city clean up the garbage in the parking lot

____ 3. Uneaten food that is thrown away

____ 4. Sponsoring a youth athletic event

____ 5. Paying for media advertisement that is more expensive than donating an item for a charity event

____ 6. A special Mother's Day buffet in a hotel's restaurant

____ 7. Nonworking televisions in the guests' rooms

____ 8. Room service offered twenty-four hours a day

____ 9. Valet parking for guests and visitors

____ 10. Marketing research

____ 11. Full-service hotel with conference and banquet rooms in a town with a population of 500

____ 12. Conducting an open house after a hotel's renovation

____ 13. Operating a business at a loss

____ 14. Hiring unfriendly and incompetent employees

____ 15. Providing a free meal to the homeless on Thanksgiving

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Chapter 13

The Importance of Quality Service

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 13:

- 2A Identify service as a strategic component of an employee's behavior in the hospitality industry.
- 2B Analyze service methods that fulfill needs of guests and customers.
- 2C Demonstrate types of service required of "front of the house" and "back of the house" employees.
- 2D Evaluate the relationship between employee responses and guest satisfaction.
- 2E Assess quality service in various work roles.
- 2F Utilize strategies for complaint resolution.
- 15G Evaluate criteria affecting quality of service.

Introduction

A customer is someone who purchases something from a business, such as a meal or a sleeping room. Hospitality customers are called guests. A guest is someone to whom hospitality is offered. Referring to hospitality customers as "guests" implies a higher level of service, as though they were invited guests into a home, rather than just another business transaction. Guestology is the study of the guests, their wants, needs, and expectations. Every aspect of the hospitality service industry centers on meeting the guest's needs.

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Activity 13-1 • Short Answer

Directions

Complete the list of basic guest expectations.

Guest Expectations

1.

2.

3.

4.

5.

6.

7.

Activity 13-2 • Evaluation

Directions

Complete the following activity to review the importance of guest and customer service in relation to successful business operations. Read each situation. Decide if the situation is one that will lead to a successful business operation. If so, place a ✔ in the YES column. If the statement is not an appropriate way to handle customer service, place a ✔ in the NO column.

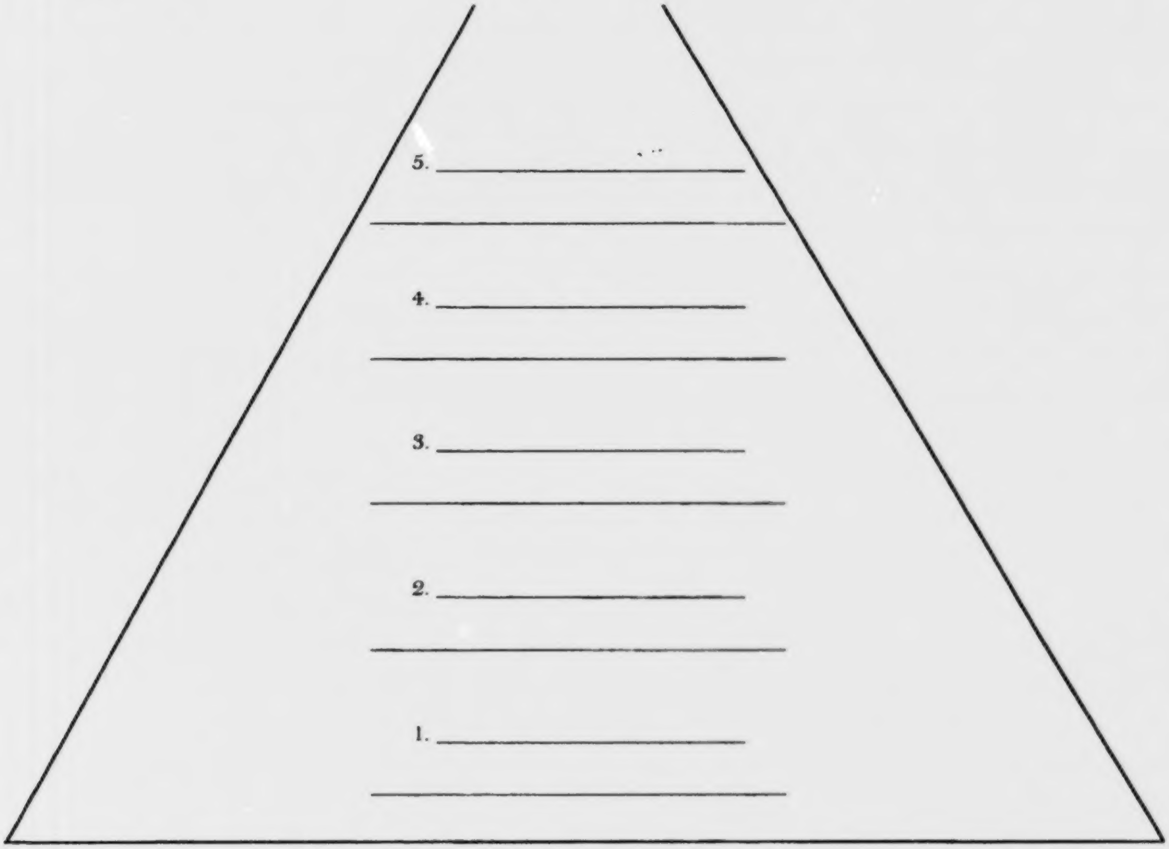
Statement	Yes	No
1. Mr. Jones described to his friends the wonderful food he and his family enjoyed while staying at the Ridgeway Hotel and their trip to Dallas.		
2. Ms. Simpson got up to take a shower at 6 a.m., only to find that there was no hot water. After two phone calls to the front desk which produced no answer or service, she took a cold shower, packed her bags, and checked out of the hotel.		
3. When John received his food, it was cold.		
4. When Ms. Johnson called the front desk to tell them she was about to check-out, they promptly sent a bell hop to take her luggage to her car.		
5. A family of four checked into their hotel room to find out there were only two sets of towels in the bathroom.		
6. When Mr. Davis complained to the front desk that he was having great difficulty unlocking the door to his hotel room, the front desk clerk replied, "The last guest in that room had the same problem and I told maintenance to fix it. I guess I will have to call them again."		
7. Sally ordered a chocolate sundae without whipped cream. When the sundae was brought to the table it had whipped cream and Sally quickly pointed out the error to the server. The server replied, "I can give you a spoon to take it off or I can tell the kitchen to fix another one, but it will take about ten minutes."		
8. Mr. Lackey's wake-up call was right on time this morning.		
9. Mrs. Winsboro has a few minutes to spare on her vacation and decided to write a short letter to a friend at home. She opened the drawer of the desk and found post cards, stationery, envelopes, and a pen.		
10. Valet parking is offered at the new hotel downtown.		

Activity 13-3 • Application

Directions

Part I

Complete the chart of Maslow's hierarchy of human needs. Write the need on the numbered line. In the space below each numbered line, write a brief description of the need. Begin with the basic need at the base of the triangle and proceed up to the most advanced human need as ranked by Abraham Maslow.



5. ______________________

4. ______________________

3. ______________________

2. ______________________

1. ______________________

Part II

For each need listed above, explain one way an employee can help a guest meet that need.

5. ____

4. ____

3. ____

2. ____

1. ____

Activity 13-4 • Sentence Completion

Directions

To review the importance of service in the hospitality industry, complete the following statements using the most appropriate word(s) from the list.

Word List

back of the house
empowerment
guest
guestology
Maslow's Hierarchy of Needs
empathy
front of the house
front-line employees
service
word of mouth advertising

1. A ______________ is someone to whom hospitality is offered.

2. ______________ is the study of guests, their wants, needs, and expectations.

3. The term ______________ includes both tasks performed for the benefit of guests and various types of contact the guest has with the business.

4. ______________ ______________ ______________ ______________ is the opinions and stories, negative or positive, that guests pass on to others about their experiences at a business.

5. Those who perform the tasks and provide the services for guests are called ______________ ______________.

6. Areas that involve direct contact with guests are called ______________ ______________ ______________ ______________.

7. Areas in the hotel or foodservice operation that are typically behind the scenes are called ______________ ______________ ______________ ______________.

8. A theory that identifies basic human needs is called ______________ ______________ ______________ ______________.

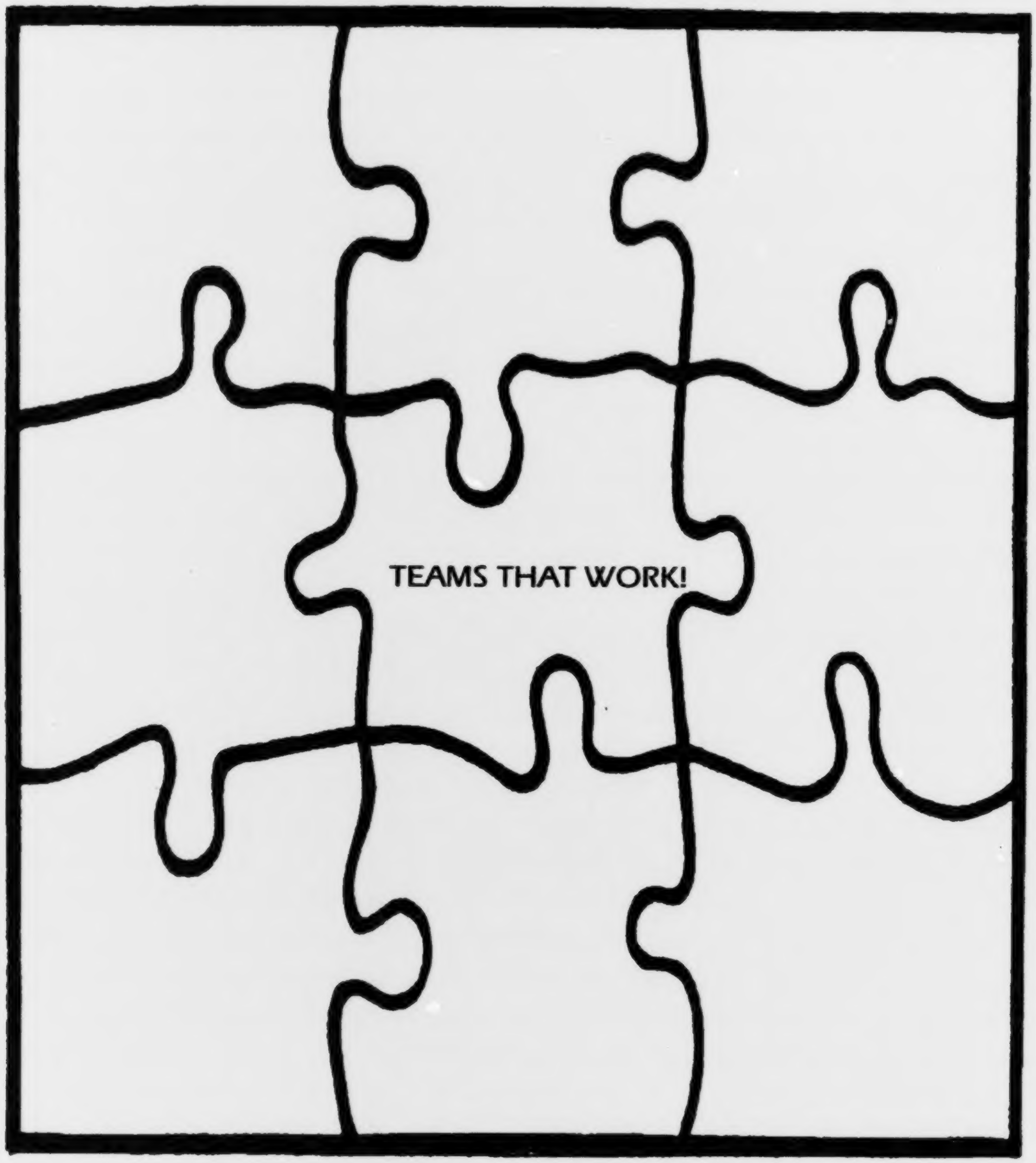
9. ______________ refers to the ability and freedom of the employee to solve issues for guests on their own initiative.

10. ______________ means trying to put oneself in another's place and understand his or her feelings.

Activity 13-5 • Short Answer/Puzzle

Directions

Fill in the eight outside puzzle pieces with information that describes the characteristics of teams that work.



Directions

In the space provided below or on your own paper, write a story about a hotel guest who has a complaint. Use the four steps of complaint resolution in the story.

Chapter 14

Types of Lodging Operations

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 14:

1B Explain the complexity and diversity of the current hospitality industry.
3A Describe various types of hospitality operations.
6A Explain classifications of lodging properties by affiliation, levels of service, ownership, size, and target market.
6E Differentiate revenue centers and support centers in lodging operations.

Introduction

Many terms have been used to describe lodging operations, but the distinctions between the terms are blurred because the services provided overlap. Some common terms include motel, motor hotel, inn, hotel, and motor lodge. Today, the exact definitions of these terms are seen as less important than the images lodging operations wish to portray. For example, a lodging operation may choose to use the term "inn" because it suggests warm, friendly feelings or it may choose to use the term "hotel" because it portrays feelings of efficiency, service, and amenities. Owners choose names for their lodging operations that communicate the images they wish to portray to the consumer. In the future, new names could be given to lodging operations to keep pace with this growing and diversifying industry.

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Activity 14-1 • Comparison

Directions

Compare types of lodging facilities by completing the chart below. For each type of facility, fill in information describing the price per night, range of services and amenities provided, number of rooms, and name brand examples.

Type	Price per Night	Range of Services & Amenities	Number of Rooms	Name Brand Examples
Luxury				
First Class				
Mid-range				
Upscale Budget				
Economy				

Activity 14-2 • Research

Directions

Select two hotels in your city or in a large, metropolitan area, to compare and contrast. The hotels may be very different or very similar. Complete the chart below.

COMPARE AND CONTRAST

Hotel Name:

Hotel Name:

HOW ALIKE?

HOW DIFFERENT?

WITH REGARD TO

services offered

number of rooms

price of rooms

type of guests

location

SIMILARITIES AND DIFFERENCES

On a separate sheet of paper, summarize how hotels compared are similar and different overall.

INTERPRETATION

On a separate sheet of paper, write an interpretation of your findings.

Activity 14-3 • True/False

Directions

Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. Revenue is another word for income, profits, or money earned.

____

T F 2. A revenue center is a department that pays all the bills for the facility.

____

T F 3. Support centers are the areas of the business that do not generate revenue.

____

T F 4. Guests are individual travelers seeking accommodations for safety, shelter, and sometimes food.

____

T F 5. Hotels only provide a place to sleep.

____

T F 6. Parking valets have attendants that direct traffic.

____

T F 7. Commercial hotels primarily serve tourists and people traveling on business trips.

____

T F 8. Residential hotels provide apartment-type sleeping rooms for a fixed period of time.

____

T F 9. Extended-stay hotels are geared toward business travelers who just stay one night.

____

T F 10. Hotels that offer living areas, sleeping areas, and usually kitchens within each suite are called all-suite hotels.

____

T F 11. A luxury hotel usually has very few staff members to serve guests.

____

T F 12. Resort hotels are usually located in vacation and tourist areas such as beaches, mountains, and spas.

____

T F 13. Condominium hotels are likely to be individually owned and located near resort areas.

____

T F 14. Motels are very formal, much more than hotels.

____

T F 15. Motor Inns usually offer parking near the sleeping rooms.

____

T F 16. Bed and Breakfast Inns are family homes in which the owner has prepared bedrooms and bathrooms within the home or in outbuildings on the property to rent to travelers.

____

Activity 14-3 • True/False, cont'd.

T F 17. Conference centers are always like staying at summer camp.

____

T F 18. Institutional housing is usually part of a larger organization, such as the military, a college, or a hospital.

____

T F 19. Some common terms to describe lodging are motel, motor hotel, inn, hotel, and motor lodge.

____

T F 20. Lodging can be described as a place to sleep, ranging from a bunkhouse with many beds in a large room, to private rooms with a bed and a private bathroom.

____

Activity 14-4 • Short Answer

Directions

Answer the following questions about types of lodging facilities.

1. What is the difference between revenue centers and support center in a lodging facility?

2. What are some of the incentives offered by commercial hotels to improve guest services?

3. The price of the room at a resort usually includes several other services. What services could be included in the price of the room?

4. What type of lodging facility would be better suited to a long-term guest?

5. In which lodging facility is tipping less likely to be expected?

Chapter 15

Market Segments

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 15:

1B Explain the complexity and diversity of the current hospitality industry.
3A Describe various types of hospitality operations.
6B Describe types of lodging properties based on market segments.
6C Describe the market price level classifications of lodging properties.
6D Summarize the goals and mission of various lodging organizations.
6F Analyze the relationship of multicultural awareness to target markets and guest services.

Introduction

Lodging and food and beverage operations can be found in almost any community. Lodging operations include hotels, motels, motor inns or motor hotels, and bed and breakfast homes and inns. Food and beverage operations include full-service and fast food restaurants, bars, clubs, cafeterias, banquets, catering services, snack bars, central kitchens or commissary service, institutional foodservice, vending service, home delivery, and takeout service. The hospitality industry is so diverse it is often divided into market segments.

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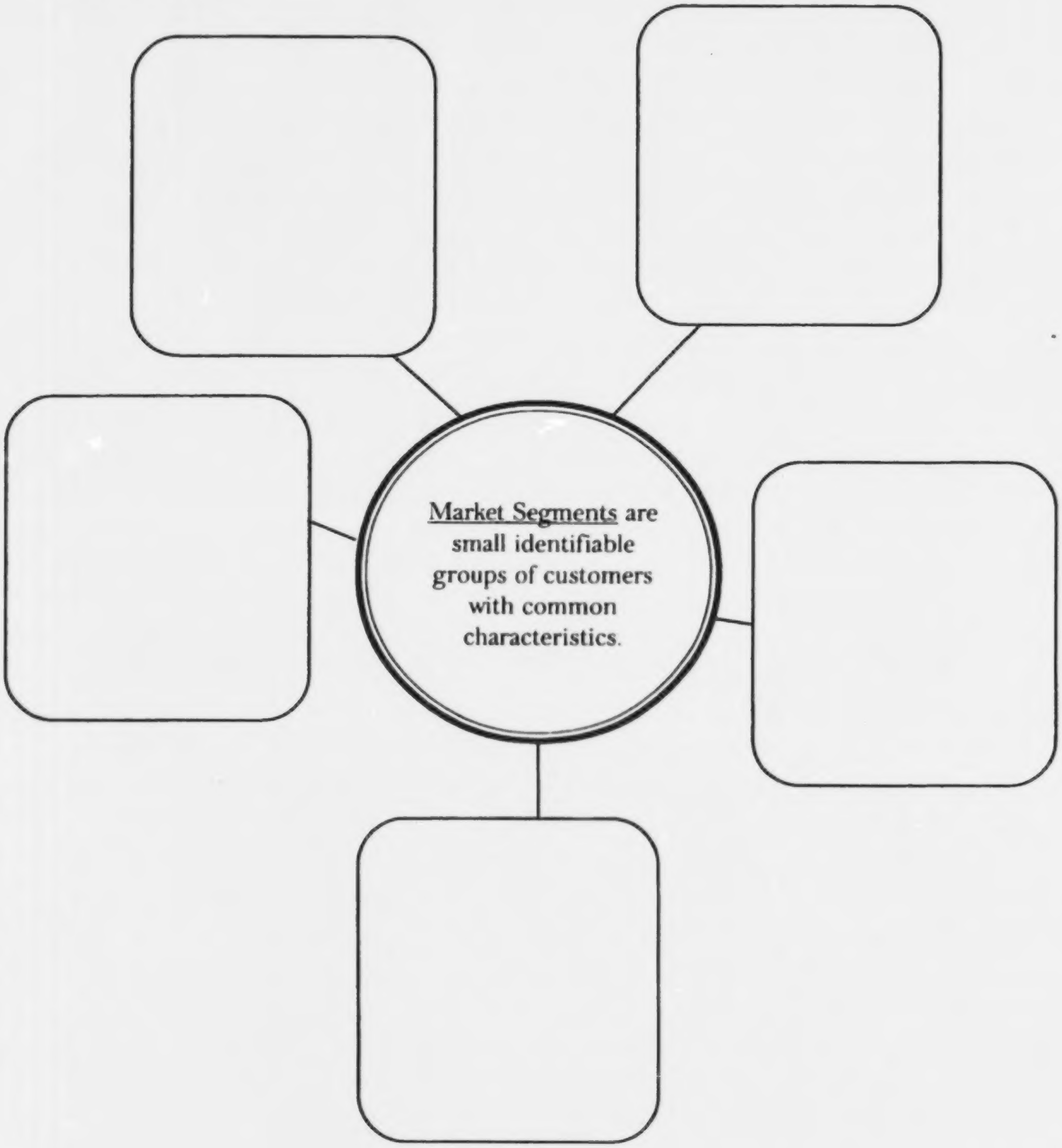
Activity 15-1 • Short Answer

Directions

There are several ways to categorize or segment the market. Fill in the boxes below with ways to segment the market in the hospitality industry. Write a description of each way and give examples of information needed.



Market Segments are small identifiable groups of customers with common characteristics.

Activity 15-2 • Application

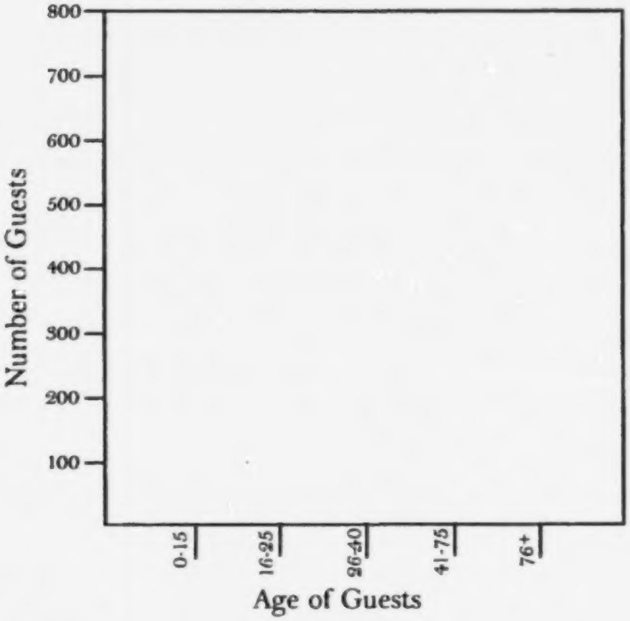
Directions

Part A

Create a bar graph that represents the market segment information in the table below for the Dew Drop Inn.

The Dew Drop Inn
Dew Drop, Texas
Guest Age Information
January 2005 to January 2010

Age	Number of Guests
Birth - 15	50
16 - 25	300
26 - 40	500
41 - 75	100
76 and older	50



Bar Graph

Part B

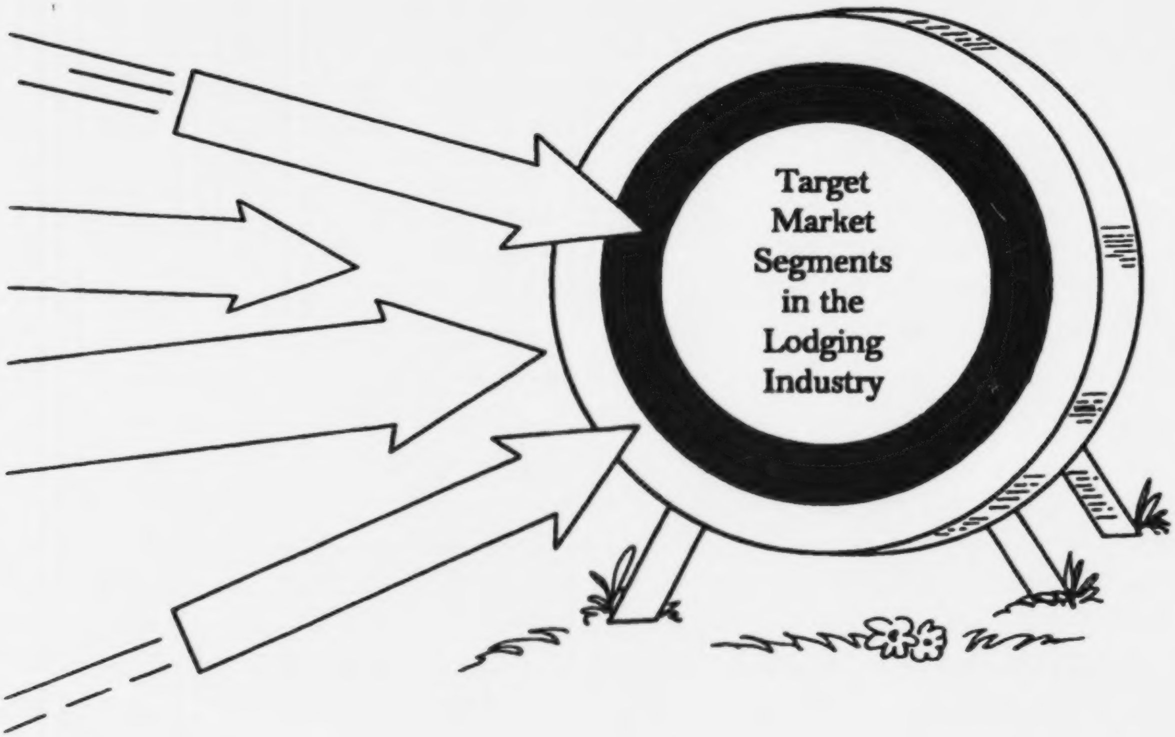
Which age group accounts for the most business at the Dew Drop Inn?

What kinds of services does this age group need?

Activity 15-3 • Pictogram

Directions

Complete the target arrows with some common market segments served by the lodging industry.


Target Market Segments in the Lodging Industry

Activity 15-4 • Short Answer/Research

Directions

Part I

Another way of describing market segments is through market price level classification. Write the price or cost of one night for each of the following price levels.

Luxury $

First Class $

Mid-scale Motor $

Budget/Economy $

Part II

Research the market segments in your city, or in a large metropolitan area. List three examples of hotels that fall into each of the market price level classifications.

Luxury	First Class	Mid-scale Motor	Budget/Economy
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Chapter 16

The Accounting Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 16:

10A Describe functions of the accounting division.
10B Exhibit personal qualities and skills required of employees within the accounting division.
10C Describe specific duties of employees in the accounting division.
10D Perform appropriate tasks according to industry standards.
10E Analyze the relationship between the front office and the accounting division.
10F Apply available technological innovations to operations within the accounting division.

Introduction

The accounting division monitors and reports all financial transactions that occur in the hotel. Transactions are exchanges of goods or services for payment or a promise to pay. The accounting division is supervised by the controller and includes such functions as accounts receivable, accounts payable, payroll, credit, tax, and governmental regulations.

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Activity 16-1 • Short Answer

Directions

Answer the questions below after reviewing the functions of the accounting department.

1. What are the functions of the accounting department in a lodging establishment?
   -
   -
   -
   -
   -
   -

2. Who supervises the accounting division?

3. What is the difference between accounts receivable and accounts payable?

4. What is the difference between the house ledger and the city ledger?

5. What is the function of the credit department?

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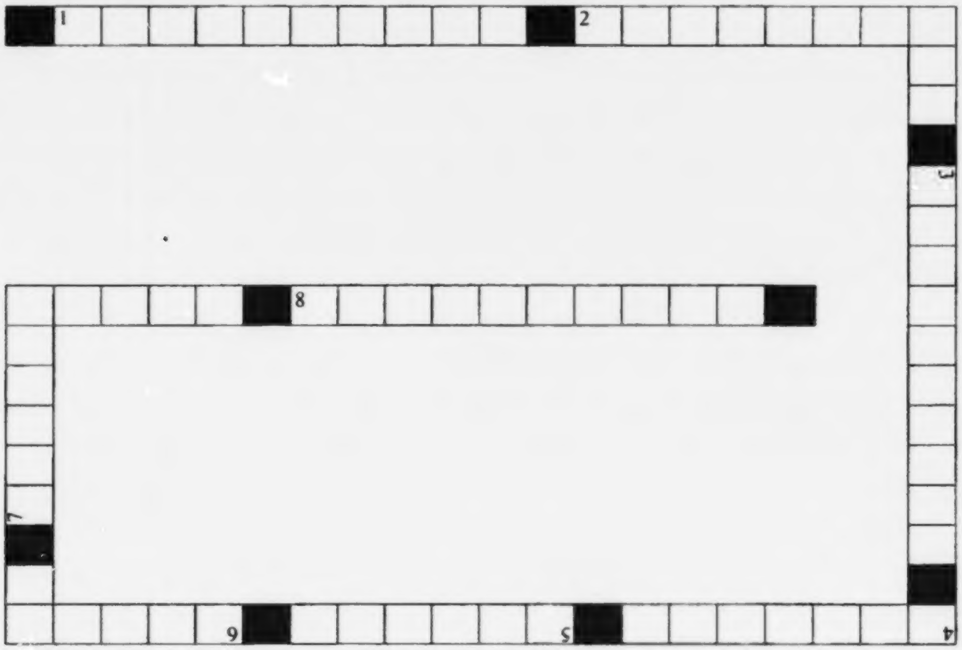
Activity 16-2 • Puzzle

Directions

Describe the accounting division, its functions, and responsibilities of its staff members by completing the puzzle below. Read each numbered statement. Place the words which best complete each statement in the puzzle by the corresponding number.



1. All financial transactions that occur in the hotel are categorized and summarized by the _______________ division.

2. The hotel's bookkeeping is the responsibility of the _______________ department.

3. Accounts _______________ refers to the amount of money or balance owed to the hotel.

4. Accounts _______________ refers to the amount of money or balance the hotel owes its creditors.

5. Hotels prefer to have their bills paid within _______________ days.

6. Credit _______________ are often run on companies that plan to do business with a hotel in an effort to protect the hotel from the risk of monetary loss due to creditors not paying their bills.

7. If a customer has not paid his or her bill within ninety days, the hotel will send the bill to a _______________ agency.

8. The hotel's accounting department is supervised by the _______________.

Activity 16-3 • Application

Directions

Figure 16.1 in Chapter 16 of the *Hospitality Services Reference Book* shows a statement of income and expenses for a restaurant. Review the information in Figure 16.1 and answer the following questions.

1. What was the amount spent on music and entertainment in the past year?

2. What was the total cost for payroll and employee benefits?

3. What were the capital costs?

4. What is the difference in the average food check and the average beverage check?

5. How much did the restaurant spend on utilities for the whole year?

Activity 16-4 • Matching

Directions

Match each accounting term with its appropriate description. Write the letter of the correct term in the blank provided.

Accounting Terms

A. accounting
B. accounts payable
C. accounts receivable
D. auditor
E. city ledger
F. controller
G. credit department
H. credit manager
I. direct billing
J. folio
K. house ledger
L. hourly employees
M. paymaster
N. payroll department
O. posting
P. transaction
Q. on call

Descriptions

____ 1. Exchanges of goods and services for payment or a promise to pay

____ 2. A statement of all charges and payments on a guest account

____ 3. The department or division that is responsible for the hotel's bookkeeping and financial procedures

____ 4. Another name for the chief accountant or supervisor of the accounting department

____ 5. Includes all monies owed to the hotel

____ 6. Sometimes called a tray ledger, made up of charges owed by the guest "in the house"

____ 7. Charges owed after guests have checked out or charges of non-overnight guests

____ 8. Refers to recording a charge on an account

____ 9. Term indicates that the bill can be charged to a business because of prior approval

____ 10. The money owed by the hotel to another business or individual

____ 11. The person who analyzes the financial records of the hotel to ensure they are accurate and correct and balances all accounts

____ 12. The department within the accounting division that is in charge of wages, salaries, payroll records, issuing paychecks, payroll taxes, and wage/hour records

____ 13. Supervises the payroll department and disperses paychecks for employees

____ 14. The department that is responsible for investigating the credit history of individuals and companies who use credit to purchase hotel services

____ 15. The person in the credit department who investigates a company's credit history to determine if the company is a good credit risk

Chapter 17

The Security Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 17:

1F Describe the impact of technological innovations on the hospitality industry.
4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.
4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.
4C Explain liability related to guest privacy.
11A Describe roles and responsibilities of the security division.
11B Exhibit personal qualities and skills required of employees within the security division.
11C Describe specific duties of employees in the security division.
11D Perform appropriate tasks according to industry standards.
11E Determine security policies and training used in lodging operations.
11F Analyze the relationship between the security division and front desk operations.
11G Outline procedures for the safety and security of guests and employees.
11H Apply available technological innovations to operations within the security division.

Introduction

Customers, guests, and employees in the hospitality industry are victimized by crime at an alarming rate. Hospitality executives continually consider ways to protect the guests, the employees, and the properties. The focus is on prevention and a decrease in the likelihood of crime. Crimes that occur at hospitality businesses cause financial loss and invasion of security. These crimes also cast a dark shadow on the reputation of a business. Measures taken do not totally eliminate crime; however, criminal activity can be greatly reduced. Security is protection or defense against crime or destructive behavior.

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Activity 17-1 • Short Answer

Directions

Part I

Hospitality employees should be aware of people who act strangely or suspicious. When a suspicious person acts oddly or does not respond to inquiries, the incident should be reported immediately to the manager on duty. List nine suspicious behaviors that should put employees on the alert.

1.

2.

3.

4.

5.

6.

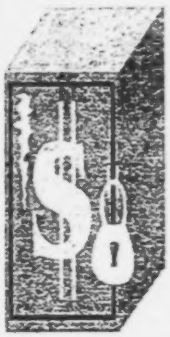
7.

8.

9.

Part II

Explain how a biometric safe works and describe the advantages of using this kind of safe.



Activity 17-2 • Sentence Completion

Directions

Read the situation below and respond by writing the appropriate word or phrase in the space provided.

> Ms. Johnson is in charge of guest services at a local hotel. She is in the process of writing an outline for guests to follow regarding guest security. Help Ms. Johnson by completing the following procedures for maintaining guest security.

1. Guest room doors are equipped with more than ____________________ to keep out intruders.

2. Any suspicious activity by individuals, such as ____ ____ will be reported to the manager.

3. Each guest room door has a _____________ which guests are encouraged to look through before ____.

4. Only _______________________ will be given a key to a room. If additional keys are requested at the front desk, the clerk will need ___________________ before a key will be issued.

5. ________________________ are available for guests to store their valuables if they desire. Two keys are required to open the ___________________________, with one being issued to the __________ and one being retained by the ____________________. This procedure makes it impossible for ____.

6. If a problem should arise while a guest is occupying a room, management should be notified. Security officers will ______________________________. If a forced entry or other security problem has occurred, the guest ____ and ____.

7. Front desk personnel will not give guests' room numbers to ______________________________. Instead, the front desk clerk will ____ or ____.

8. Room attendants will not admit anyone into a guest room ______________________________ ____________. Persons requesting admittance will be directed to ____________________ and ask for _______________. A person cannot receive a key unless he or she ____________ ________________________.

9. Lost and found items will be placed in a bag and labeled with the ______________________, _____________________, ____________________,and _____________________. The information will also be placed on a __________________ and the items stored in the manager's office.

10. If a guest calls to report a lost item, the lodging operation will obtain information from the guest including ______________________ and ____________________________. If the item or items are found, they will be sent ____.

Activity 17-3 • Evaluation

Directions

To review procedures for maintaining staff security, complete the following activity. For each statement with which you agree, place an X in the blank labeled Agree. For each statement with which you disagree, put an X in the blank labeled Disagree. In the space provided, write a one-sentence statement defending your answer.

1. Security is important for a guest's protection as well as for employee protection.

________ Agree ________ Disagree

____

____

2. A subpoena is a written authorization for a law enforcement authority to make an arrest.

________ Agree ________ Disagree

____

____

3. Employees should not take personal phone calls during their scheduled work time.

________ Agree ________ Disagree

____

____

4. Employers should be responsible for providing employees with lockers and locks for storing personal belongings while they work.

________ Agree ________ Disagree

____

____

5. Information regarding an employee, the work schedule, location, or other personal information should not be given to someone who inquires over the phone or in person.

________ Agree ________ Disagree

____

____

Activity 17-4 • True/False

Directions

Read the following statements about the procedures for prevention of monetary loss. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. The two forms of identification that should be requested from customers who want to pay with a check include a driver's license with a photograph and a major credit card.

____

T F 2. Money should be counted and removed from cash registers and monthly deposits should be made.

____

T F 3. Employees are typically responsible for money taken into and out of the hotel safe.

____

T F 4. Inaccurate employee time cards can be a source of monetary loss for a hospitality service facility.

____

T F 5. Hotels that are open throughout the night usually keep a limited amount of cash on hand.

____

Activity 17-5 • Creative Writing

Directions

Some hotels prefer security officers to wear uniforms and badges. Other hotels prefer their security officers to wear plain clothes. Review the section, Property Security, in Chapter 17 and create a scenario involving a security problem. Incorporate your opinion about which approach is best.

Plain clothes vs. Uniformed Security Officers

Chapter 18

The Engineering Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 18:

12A Describe functions of the engineering division.

12B Exhibit personal qualities and skills required of employees within the engineering division.

12C Describe specific duties of employees in the engineering division.

12D Perform appropriate tasks according to industry standards.

12E Analyze the relationship between the engineering division and front desk operations.

12F Apply available technological innovations to operations within the engineering division.

Introduction

The engineering department plays an important role in hotel operations. The engineering department is involved in all kinds of daily maintenance of equipment and is responsible for operations of highly technical areas as well. The communication between the front desk and housekeeping and engineering are vital to a successful operation. When a guest has a problem with air conditioning or a clogged drain they call the front desk who then contacts a maintenance representative from the engineering department. Often a housekeeping employee cleans after an engineering employee has repaired something in a sleeping room. The front desk acts as "information central" and keeps all departments abreast of the status of maintenance and repair requests.

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Activity 18-1 • Evaluation

Directions

Complete the following activity to review the engineering division, its functions, and duties of its staff members. Read each item below. If the item states a function or duty of an engineering division staff member, write the word *"Yes"* in the blank to the left of the item. Write *"No"* if the statement is not a function of the engineering division.

__________ 1. Sorts, washes, dries, folds, stacks, and stores hotel linens

__________ 2. Motivates employees to maintain hotel furnishings

__________ 3. Maintains an inventory of parts and supplies

__________ 4. Organizes and documents employment taxes

__________ 5. Periodically rotates mattresses

__________ 6. Maintains an inventory of repair parts and supplies

__________ 7. Responsible for serving food and beverages to hotel guests

__________ 8. Responsible for in-house sales

__________ 9. Thoroughly cleans an average of fifteen to sixteen guest rooms a day

__________ 10. May perform tasks in plumbing, electrical work, groundskeeping, or other technical skills

Activity 18-2 • Sentence Completion

Directions

Review the information on property maintenance to complete the following exercise. Read each statement and select the most appropriate answer to complete the sentence from the word list below. Write the answers in the blanks provided.

Word List

air
chief engineer
efficiently
electrical license
energy
guest service
maintenance staff
potentially hazardous
prioritizes
professionally
prolong
replacement
schedules
water

1. Good ____________ ____________ can only be achieved when everything is working properly and all components are in place.

2. Commercial equipment is quite expensive and should be maintained to ____________ its life.

3. Breakdowns are costly, inconvenient, and ____________ ____________ to employees and customers.

4. The engineering division staff is constantly under pressure to provide proposals and ideas to save ____________.

5. The engineering division is responsible for____________ quality as well as ____________ and ____________ resources.

6. Most hospitality facilities have a ____________ ____________ or a facility manager who organizes the repair and maintenance on equipment, electrical systems, and mechanical systems throughout the whole property.

7. Maintenance managers usually have an ____________ ____________ and plumbing repair experience.

8. The maintenance staff ____________ and ____________ repairs and preventive maintenance tasks to be complete each day.

9. After performing each repair, the ____________ ____________ is responsible for cleaning up any mess made during the repair process.

10. A repair completed ____________ and ____________ reduces ____________ costs, and prolongs the life of the item repaired.

Activity 18-3 • Short Answer

Directions

Complete the following activity to summarize the guidelines for preventative maintenance. Complete the definition for preventive maintenance and list six guidelines below.

Preventative maintenance is

1.

2.

3.

4.

5.

6.

Directions

The engineering staff determines the condition of all building components and the need for cleaning or repairing them. Assume the role of the chief engineer and develop a checklist for your next tour of the facility. Your "maintenance checklist" must contain at least fifteen items.

Maintenance Check List √

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Activity 18-5 • Matching

Directions

To review maintenance procedures on heating and air-conditioning systems, plumbing, and other specific areas, complete the following activity. In the blank to the left of each description, write the letter of the term being described.

Description

____ 1. A gas for cooling that is used in refrigeration and air conditioning

____ 2. Collect certain types of waste in the plumbing lines

____ 3. A long, flexible device that can be threaded through plumbing lines to break up clogging

____ 4. Accumulates in water heaters, causes problems, and shortens life of the water heater

____ 5. A white or grayish coating formed by fungi, usually found in bathrooms or anywhere moisture can be found

Terms

A. grease traps
B. lime
C. mildew
D. plumbers snake
E. refrigerant

Activity 18-6 • Evaluation

Directions

You are the engineering staff member in charge of maintenance of the swimming pool, sauna, hot tub, and weight room. Read the following statements and place a ✔ next to each statement that describes a proper operation and maintenance procedure.

____ 1. Check the swimming pool twice a day for cleanliness, chlorine levels, pH levels, and condition of safety features.

____ 2. Use chlorine to purify and disinfect the pool and hot tub.

____ 3. Change the oil and oil filter three times a year.

____ 4. Frequent lubrications extend the life of any pool.

____ 5. If warning lights flash, wait until it is convenient to fix the problem.

____ 6. To correct pH and chlorine levels, the pool should be closed for at least one hour while the appropriate chemicals are added to the pool water with the circulating pump running.

____ 7. Add fresh water to the pool to maintain the water level as needed, especially during hot months.

____ 8. Check the equipment in the weightlifting area daily to see that all equipment is working properly

____ 9. Clean, sterilize, and disinfect the sauna room weekly.

____ 10. The best time to treat a hot tub with chemicals is while individuals are using it.

Activity 18-7 • Create a Scenario

Directions

Review the procedures for grounds maintenance of a hotel property by creating a scenario using the following five vocabulary terms: fertilizer, horticulture, landscaper, pesticides, and xeriscapes. The scenario should describe a typical day in the life of a grounds maintenance engineer.

Chapter 19

The Rooms Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 19:

3C Explain management functions related to operations in the hospitality industry.
7A Describe roles and responsibilities of the departments within the rooms division.
7B Exhibit personal qualities and skills required of employees within each department.
7C Describe specific duties of employees in various departments.
7D Perform appropriate tasks according to industry standards.
7E Apply available technological innovations to operations within the rooms division.

Introduction

As the name implies, the rooms division of a hotel is responsible for everything involving the guestrooms and guest services in a hotel. The rooms division is also referred to as "front of the house." It is often the first department encountered by guests in the lobby, as they are unloading baggage with the help of the bell staff, when they call for reservations, or when they enter the hotel to check in. The rooms division consists of the front office, security, and housekeeping departments.

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Activity 19-1 • Identification

Directions

Complete the following activity to describe the rooms division, its function, and the responsibilities of staff members. Read each statement below. In the blank below each statement, identify the department of the rooms division which the statement describes. The departments are listed below.

Rooms Division

Front Office Department

Security Department

Housekeeping Department

1. Prepares a weekly estimate of the number of reservations and rooms the hotel expects to fill -

____

2. Patrols the hotel property on a regular basis -

____

3. Responsibilities include cleaning carpet, upholstery, stairways, and meeting rooms -

____

4. Maintains contact with the front desk clerks regarding room status throughout the day -

____

5. Issues and receives cash bags at the hotel vault -

____

6. Responsible for supervising the parking of guest's cars, giving parking receipts, and instructing parking attendants to park the cars -

____

7. Mail and information clerks belong to this department -

____

8. Responsible for escorting guests to their rooms and carrying their luggage from the front desk to the guest room -

____

9. Responsible for key control and changing of lock cylinders on guest room doors -

____

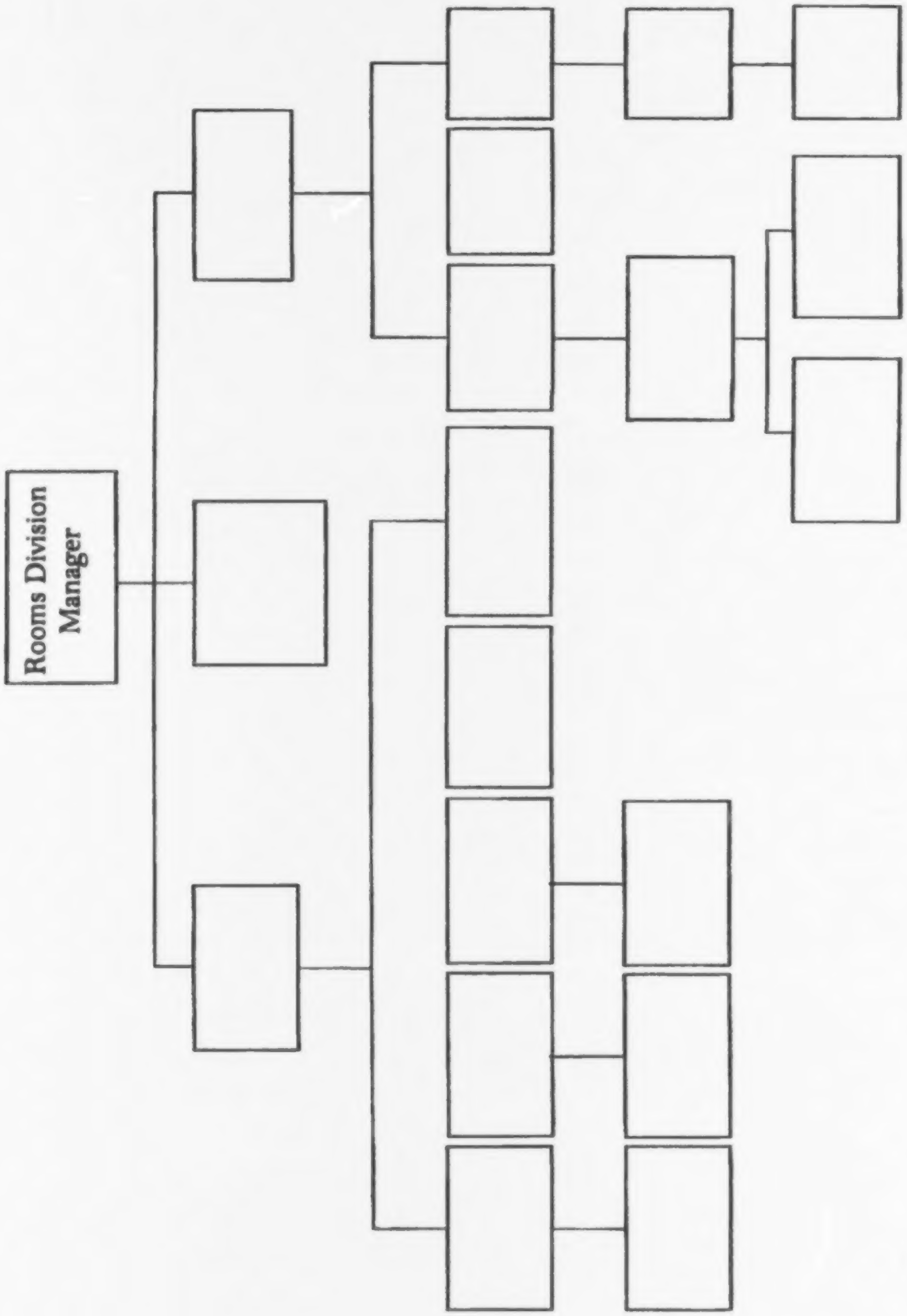
10. Responsible for greeting and assisting guests by opening car doors and hotel doors -

____

Activity 19-2 • Chart

Directions

The rooms division consists of the front office, security, and housekeeping. Fill in the blank organizational chart including all the positions in each area.



Activity 19-3 • Word Scramble

Directions

Unscramble the front office department vocabulary words, and use each word in a complete sentence that explains the meaning.

1. dylei tmnaenmaeg

2. ecgorncie

3. krca erta

4. lbel fsfat

5. tfnro eofcfi tdneepmatr

Activity 19-4 • Short Answer

Directions

The following prompts address the front office department. Use the space provided to record your answers.

1. What social and cultural influences and trends affect the operations of the rooms division?

2. Explain the method of yield management.

3. What exactly do front office managers do?

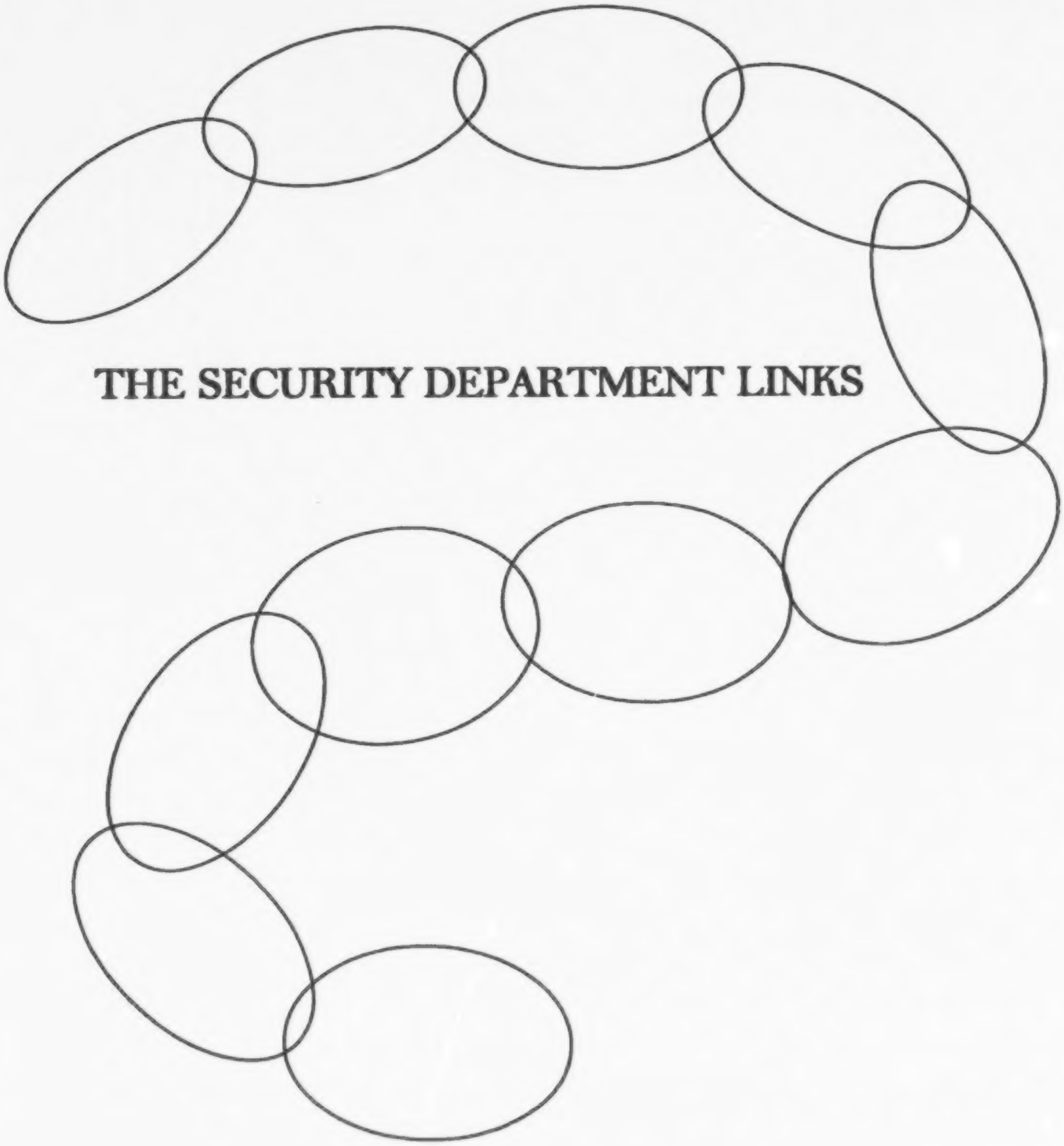
4. What happens on a "concierge floor?"

5. Describe the duties and responsibilities of the night auditor.

Activity 19-5 • Pictogram

Directions

Create a chain that links all the responsibilities of the security department.


THE SECURITY DEPARTMENT LINKS

Activity 19-6 • Matching

Directions

Review the positions in the housekeeping department by completing the following matching activity. Place the appropriate position in the blank to the left of the description.

A. executive housekeeper
B. inspector
C. laundry attendants
D. public area housekeepers
E. room attendants

Description

____ 1. Responsible for training, scheduling, supervising, and motivating all housekeeping employees

____ 2. Responsible for sorting, washing, drying, folding, stacking, and storing hotel linens

____ 3. Responsible for checking the guest rooms that have been cleaned

____ 4. Also called lobby attendants; they are responsible for cleaning all public areas

____ 5. Clean an average of fifteen to sixteen guest rooms a day

Chapter 20

The Sales and Marketing Division

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 20:

- 8A Describe roles and responsibilities of the departments within the sales and marketing divisions.
- 8B Display personal qualities and skills required of employees within each department.
- 8C Describe specific duties of employees in various departments.
- 8D Perform appropriate tasks according to industry standards.
- 8E Compare various marketing methods utilized in the hospitality industry.
- 8F Apply available technological innovations to facilitate sales and marketing division operations.

Introduction

The sales and marketing division is also known as sales and promotions, marketing and sales, or sales and catering. This division shapes the hotel to meet its potential guest's needs and tastes, encourages potential guests to choose the hotel for their lodging and business needs, and works to promote a positive perception of the hotel to potential guests and the community.

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Activity 20-1 • Sentence Completion

Directions

Check your knowledge and understanding of the sales and marketing division by completing the following sentences. Choose the correct word or words that best complete(s) each statement. Use the words from the box below.

cash bar
catering contract
catering office
confirmed guest count
consolidated
director of catering
director of sales
draping
floor plan
meeting planner
open bar
proposal
sales manager
sales office
salespersons
skirting

1. The sales and marketing division may be divided into two offices, a _______________ _______________ and a _______________ _______________.

2. The guest benefits if sales and catering are _______________.

3. The _______________ _______________ _______________ is responsible for marketing and selling all of the hotel's services.

4. Hotels usually have one _______________ _______________ for every one hundred rooms.

5. _______________ find and follow-up leads for potential major functions at the hotel.

6. The _______________ _______________ _______________ maximizes the use of meeting or function space in a hotel.

7. A _______________ is a detailed description of services offered and their prices.

8. Once all of the details of the proposal are agreed upon, a _______________ _______________ spelling out all of the details is signed by the client.

9. The _______________ _______________ _______________, or guarantee, is the number of people for whom the hotel prepares and the client is charged.

10. A diagram of how the room is to be set up is called the _______________ _______________.

11. An _______________ _______________, or a hosted bar, is set up where the guest hosting the event pays for all of the drinks.

12. When a _______________ _______________ is used, each individual guest pays for his or her own drinks.

13. Using additional tablecloths to cover the sides of the table to the floor is called _______________.

14. _______________ covers the side tables, but is attached to the tablecloth using hook and loop fasteners or pins.

15. Many large organizations hire a _______________ _______________ to plan, organize, and execute events.

Activity 20-2 • Sequencing

Directions

The Kell Corporation reached its yearly sales goal. Mrs. Smith serves as the administrative assistant to the owner, Mr. Kell, who wants to reward all employees at a celebration banquet. This is the first time Mrs. Smith has ever planned a special event of this type. She needs your help! Review the event planning section in Chapter 20 before completing this exercise.

Below is a list of tasks that will aid Mrs. Smith in planning this special event, but the tasks are out of order. To the right of the tasks, draw a flow chart that places the tasks in the correct order in which they should be done.

Tasks

- Sign the catering contract.
- Contact various restaurants and hotels to reserve a room.
- Purchase centerpieces for banquet tables.
- Meet with the banquet manager and select menu options from the proposal.
- Meet with Mr. Kell to determine a budget for the banquet.
- Call in the final guaranteed number of people attending.
- Arrange for dinner entertainment.
- Decide the numbers of employees, plus spouses, who will be attending.
- Check the audiovisual equipment for the speaker to make award presentations.
- Select the type of service for dinner (buffet or seated).
- Review the catering contract with Mr. Kell.

Flow Chart

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

943

Activity 20-3 • Application

Directions

Write a description of a catered special event (business meeting, wedding reception, graduation party, grand opening, etc.). Include the number of people attending, recommend the type of room set up to use, and explain why the arrangement is the best choice for the event. On a separate sheet of paper, draw a diagram of the recommended room set up.

Activity 20-4 • True/False

Directions

Review knowledge about the sales and marketing division by completing the activity below. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. The sales and marketing division is also known as sales and promotions, marketing and sales, or sales and catering.

T F 2. The director of sales reports directly to the front office manager.

T F 3. Feeder cities are cities linked to the hotel's location through transportation routes.

T F 4. Sales managers are given lists of key accounts within their market segment and assigned geographic areas.

T F 5. Sales managers usually work alone and are not connected to the operations of the hotel.

T F 6. The director of catering oversees a master function book in the sales and catering office that is used to schedule activities and maximize the space available.

T F 7. The catering plans are definite without signatures of the parties who are paying.

T F 8. The director of catering must be a very organized, detail-oriented person.

Activity 20-4 • True/False, cont'd.

T F 9. Most catered events are priced on a per-person basis, even though many add-on items are priced at a flat rate.

____

T F 10. Once the plans have been made and the contract has been signed, the client should not have to worry over the details of the event.

____

Chapter 21

The Foodservice Industry

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 21:

13A Distinguish between commercial and institutional foodservice.
13B Describe market segments in the foodservice industry.
13C Identify food and beverage operations within businesses.
13D Describe the different food and beverage operations within lodging properties.
15A Describe types of establishments in commercial foodservice.
15B Describe forms of service utilized in food and beverage operations.
15C Explain the relationship of concept, market segment, menu, and theme in commercial foodservice.
15D Distinguish types of restaurant ownership.
15E Describe services to segments of the institutional foodservice industry.

Introduction

The types of food and beverage operations today are growing more diverse every day. There are many different ways of classifying food and beverage operations. One of the most basic divisions of food and beverage operations is between institutional and commercial foodservice operations. Businesses, including restaurants, fall into one of the following types of ownership: sole proprietorship, partnership, or corporation.

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Activity 21-1 • Compare and Contrast

Directions

Complete the boxes below. First compare the ways in which commercial foodservice and institutional foodservice are alike. Then, contrast the ways in which they are different. Write all responses in the blanks provided.

Commercial **Institutional**

How alike?

____
____
____
____
____
____
____

How different?

Commercial		Institutional
____________________	⟷	____________________
____________________	⟷	____________________
____________________	⟷	____________________
____________________	⟷	____________________
____________________	⟷	____________________
____________________	⟷	____________________
____________________	⟷	____________________

Activity 21-2 • Matching

Directions

Review marketing concepts in the foodservice industry by completing the following activity. Match the types of service with the appropriate description by writing the correct letter in the blank to the left of each description.

Types of Service

A. banquet service
B. buffet service
C. cafeteria service
D. counter service
E. seated service

Descriptions

____ 1. The customer orders, pays, and receives food at a counter, then carries food out or takes food to a table.

____ 2. Customers select foods from a serving line, place plates or containers on a tray, and carry the tray to a seating area.

____ 3. Customers may serve themselves from a selection of foods on display or may receive some assistance in serving foods, such as at a meat-carving station.

____ 4. Customers are seated at a table, food orders are taken by a server, and food is delivered to the table.

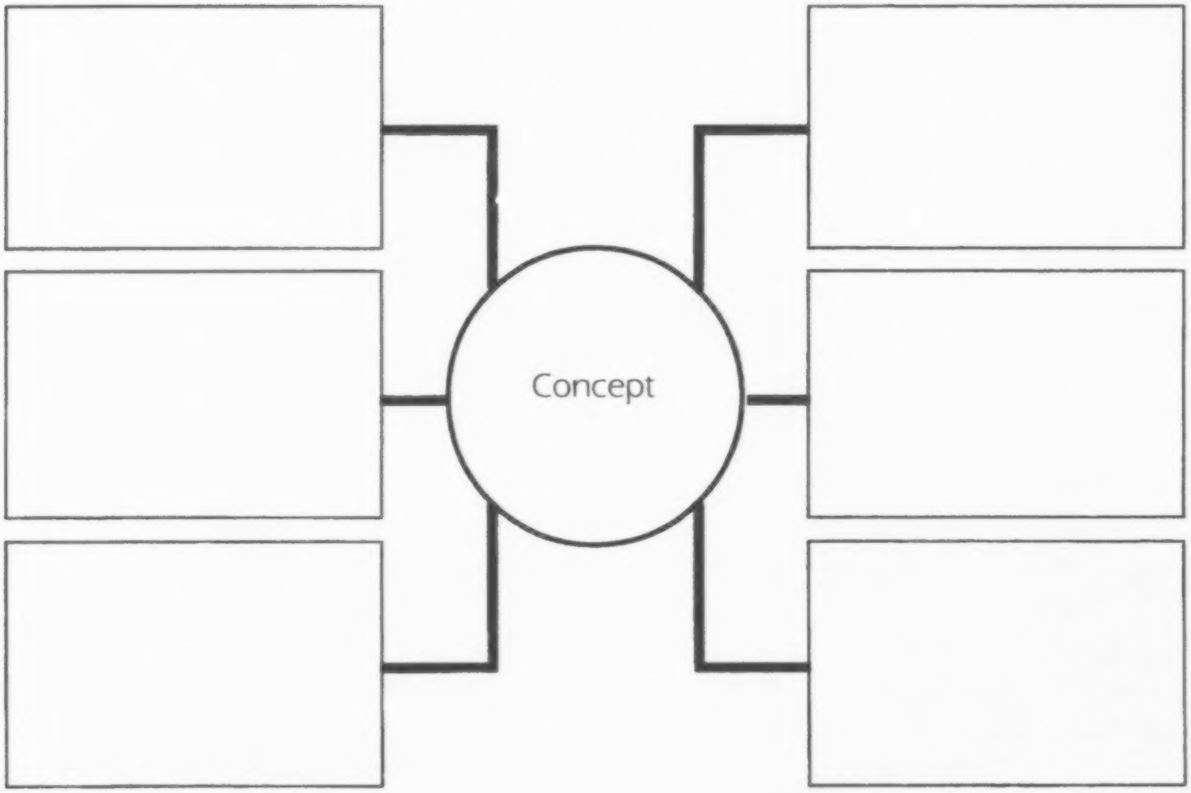
____ 5. A set menu is served to a large number of guests at the same time, usually at a catered event.

Activity 21-3 • Idea Graph

Directions

In commercial foodservice, the CONCEPT is a basic idea of what the foodservice establishment is about and what it offers. Fill in the idea graph below to show your understanding of concept in foodservice.

Commercial Foodservice



Activity 21-4 • Sentence Completion

Directions

Read the following sentences to review information about the foodservice industry. In the blanks provided, write the word or words that best complete(s) each sentence.

1. One of the most basic _______________ of food and beverage operations is between institutional and commercial foodservice operations.

2. _______________ foodservice operations are owned by individuals or small companies and are not associated with a chain or franchise.

3. _______________ foodservice operations can be found in public schools, colleges, hospitals, correctional facilities, nursing and rehabilitation centers, and corporate lunchrooms.

4. An individual group of people who represent the desired customers of a business is called a _______________ _______________.

5. Target markets are constantly _______________, and new markets are being identified in the food and beverage industry.

6. _______________ foodservice establishments can best be described as those who compete for customers in an open market.

7. _______________ operations are multiple restaurant locations that are owned by the same company.

8. The growth of the older adult population has led to _______________ _______________ _______________ becoming a target market.

9. A _______________ is a business that has been make into a separate entity.

10. A _______________ is a subject around which decor, food items, menu design, uniforms, and other elements are planned.

Chapter 22

Food and Beverage Operations

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 22:

2B Analyze service methods that fulfill needs of guests and customers.
3C Explain management functions related to operations in the hospitality industry.
13D Describe the different food and beverage operations within lodging properties.
13E Apply available technological innovations to food and beverage operations.
14A Describe roles and responsibilities in food and beverage operations.
14B Exhibit personal qualities and skills required of foodservice employees.
14C Perform appropriate tasks according to industry standards.
14D Apply management principles in work roles related to food and beverage operations.
15G Evaluate criteria affecting quality of service.

Introduction

The food and beverage division of a hotel includes all hotel restaurant outlets, food production areas, banquet operations, beverage outlets, and room service. This division serves food and beverages to hotel guests, community residents, banquet guests, and special events visitors. The positions and job descriptions in this division are similar to those in restaurants that are not affiliated with hotels.

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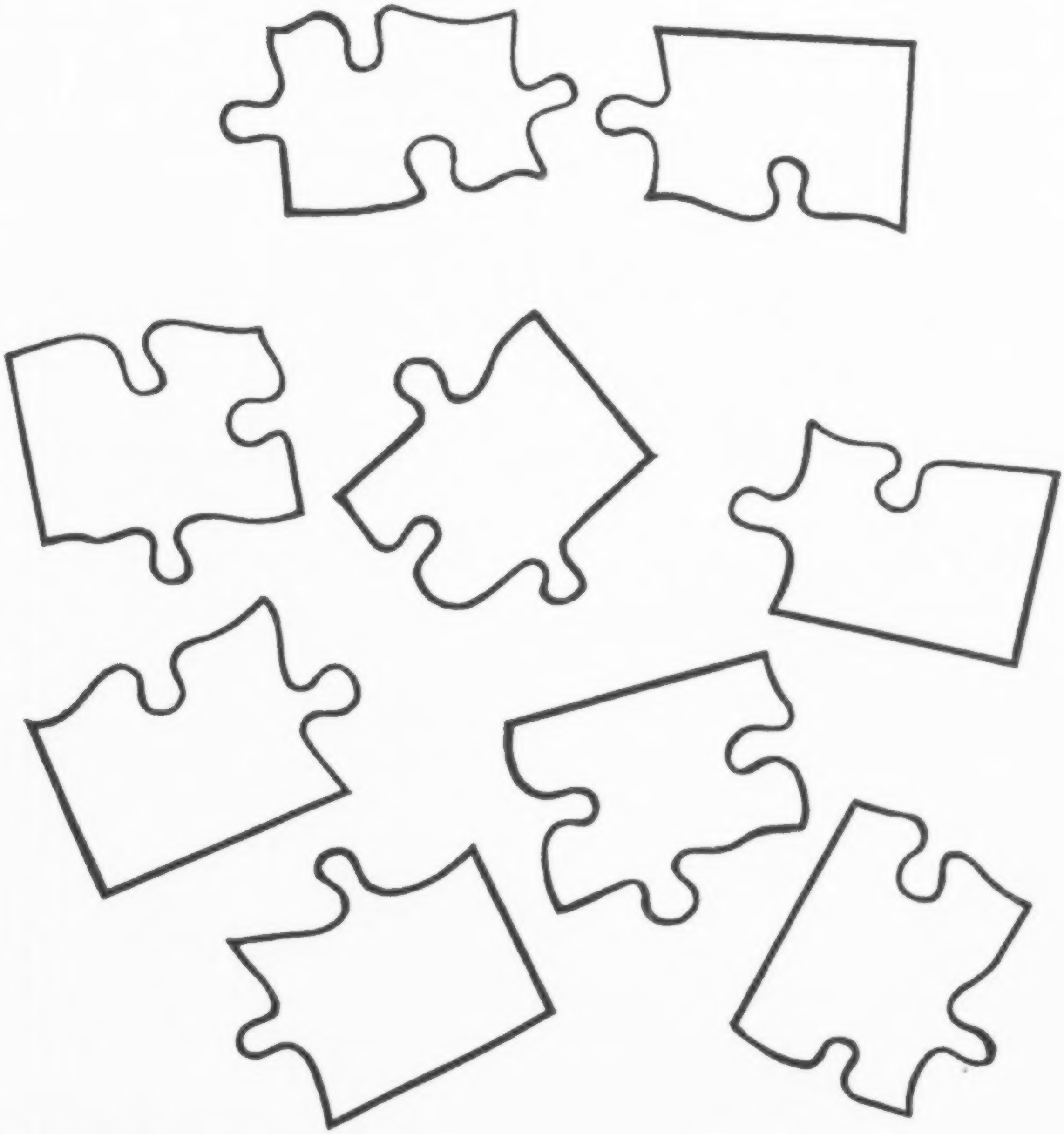
Activity 22-1 • Identification

Directions

The kitchen staff is a very important part of the food and beverage division. Using information from Chapter 22, review and identify each position on the kitchen staff. Label each puzzle piece with a position on the kitchen staff, followed by one duty of that position.



Activity 22-2 • Sentence Completion

Directions

Read the following statements to review information about the banquet department. In the blanks provided, write the word or words that best complete(s) each sentence.

1. It is important for the director of catering and the _______________ _______________ to communicate well with each other.

2. The director of catering meets with the guest and creates a catering contract, sometimes called a _______________ _______________ _______________.

3. The banquet manager supervises the banquet department's employees, ensures a timely and complete _______________ of meetings, and _______________ the proper number of employees for servicing banquet functions.

4. _______________ _______________ are responsible for setting tables with glassware, silverware, china, folded napkins, centerpieces, salt and pepper shakers, salad dressings, and other table components prior to a banquet.

5. Banquet _______________ make sure meeting and banquet rooms are set up according to the client's requirements on the catering contract.

Activity 22-3 • Short Answer

Directions

The restaurant staff's function is to provide wholesome, attractive meals and quality service to customers. Review the staff positions by completing the following activity. List characteristics or duties for each restaurant position.

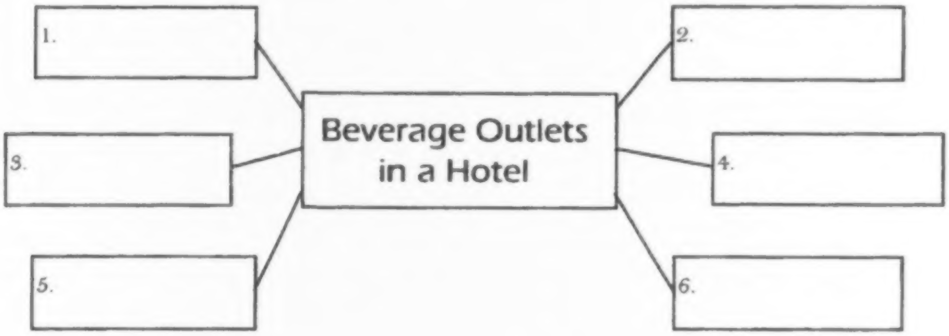
Position	Duties
Restaurant Manager	
Assistant Restaurant Manager	
Servers	
Maître d'	
Buspersons	
Cashiers	
Room Service Captain	
Room Service Wait Staff	

Activity 22-4 • Idea Graph

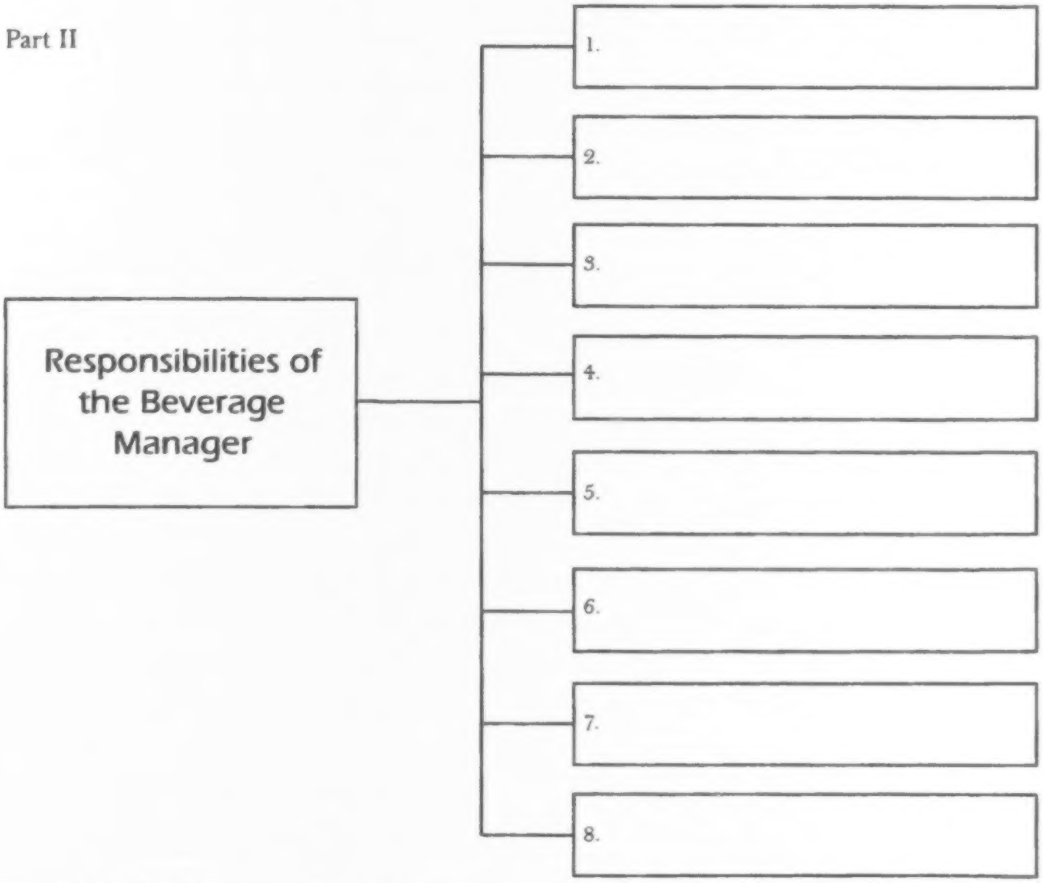
Directions

Review the beverage department functions by completing the graphs below.

Part I


1.
2.
Beverage Outlets in a Hotel
3.
4.
5.
6.

Part II


Responsibilities of the Beverage Manager
1.
2.
3.
4.
5.
6.
7.
8.

Chapter 23

Nutrition Principles

Chapter Focus

The following Essential Knowledge and Skill is discussed in Chapter 23:

14E Apply nutrition principles in food and beverage planning, preparation, and presentation.

Introduction

Some foodservice operations are more concerned with nutrition than others. Health care facilities, schools, and residence facilities are responsible for meeting the nutritional needs of customers as opposed to institutional foodservice operations. However, some commercial restaurants are now including items which appeal to persons concerned about nutrition, especially to those on a weight-loss diet. Regardless of the menu, all foodservice establishments should prepare and serve food in a way that retains nutrients.

Activity 23-1 • Short Answer

Directions

Answer the following items in the space provided.

1. List three needs that food meets for people.

(A) ____

(B) ____

(C) ____

2. List three ways in which the body utilizes food.

(A) ____

(B) ____

(C) ____

3. Identify four factors that affect eating habits.

(A) ____

(B) ____

(C) ____

(D) ____

Activity 23-2 • Sentence Completion

Directions

Complete the items below by placing the best responses in the blanks provided.

1. Sugars, starches, and cellulose are three types of ________________.

2. Chemical substances found in foods, each having a specific function in the body, are called ________________.

3. For study, play, and work, the foods you eat provide your body with ________________.

4. Measurements of the amounts of energy produced when foods are burned in the body are ________________.

5. Saturated fats have high levels of dietary ________________.

6. The essential nutrient that provides growth, repair, and maintenance of the body is ________________.

7. Foods containing adequate amounts of all nine essential amino acids are considered to be ________________ proteins.

8. Dry beans and peas, grains, and vegetables are examples of ________________ proteins.

9. Providing energy for the body's activities is the main function of ________________.

10. In the *Food Guide Pyramid*, cakes and cookies are referred to as ________________ foods.

11. Water is an important mineral for many reasons. The average person needs to drink ________________ glasses of water each day.

12. Nutritionists recommend that adults limit their fat intake to ________________ percent of total daily calories.

13. Of the total calories a person consumes, nutritionists recommend that ________________ percent come from complex carbohydrates.

14. Calcium and phosphorus are two of the most important ________________.

Activity 23-2 • Short Answer, cont'd.

15. Vitamins that cannot be stored in the body are ________________ vitamins.

16. Citrus fruits, such as oranges and grapefruits, are the best sources for ________________.

17. When cooking green vegetables, baking soda is not added because it destroys the ________________ vitamins.

18. A tool in which foods are grouped into categories and used in helping people make healthy food choices is the ________________.

19. The food group from which you need the most servings each day is the ________________ group.

20. Breakfast should supply ________________ of the day's nutrients.

Activity 23-3 • Short Answer

Directions

Complete the box below by: (A) identifying the listed nutrient as a mineral or a vitamin; (B) providing the function of the mineral or vitamin in the body; and, (C) listing two food sources of the mineral or vitamin.

Nutrient	(A) Mineral or Vitamin?	(B) Function	(C) Food Sources
A			1. ______ 2. ______
C			1. ______ 2. ______
Calcium			1. ______ 2. ______
Iodine			1. ______ 2. ______
D			1. ______ 2. ______
Magnesium			1. ______ 2. ______
Iron			1. ______ 2. ______
Phosphorus			1. ______ 2. ______
E			1. ______ 2. ______
K			1. ______ 2. ______

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Activity 23-4 • Matching

Directions

Match the essential nutrients in the right column to the description in the left column. Place the letter of the appropriate essential nutrient in the blank provided to the left of the description. Each letter may be used more than once.

Descriptions

______ 1. Types of this nutrient are either saturated, unsaturated, or polyunsaturated.

______ 2. Made up of building blocks called amino acids.

______ 3. Needed to form muscles, bone, and blood.

______ 4. Inadequate intake may result in ketosis, an acid condition in the blood.

______ 5. Its main function is to supply energy for heat and the body's activities.

______ 6. Sources are fruits, grains, vegetables, seeds and legumes.

______ 7. Makes up the antibodies that help fight infection.

______ 8. The recommended intake for adults is 30 percent of total calories.

______ 9. It's the body's main source of energy.

______ 10. Excellent sources are meat, eggs, fish, poultry, and milk.

______ 11. A concentrated source of energy.

______ 12. Contained in some of the hormones that regulate chemical reactions in the body.

______ 13. Three types are sugars, starches, and cellulose.

______ 14. The scientific name is lipids.

______ 15. Makes up enzymes: substances that speed up or slow down chemical reactions in the body.

______ 16. Essential to life and found in every cell in the body.

______ 17. Starch, a polysaccharide, is the most complex form.

______ 18. Provides more energy per gram than any other nutrient.

______ 19. Needed for repairing body tissue.

______ 20. Serves to protect vital organs, such as the kidneys, from injury and helps hold them in place.

Essential Nutrients

A. carbohydrates
B. fat
C. protein

Activity 23-5 • Sentence Completion

Directions

Complete the following items by placing the best response in the blanks provided. Refer to the word list below for possible answers. Some words will not be used at all.

Word List

amino acids
body building
carbohydrates
cellulose
cholesterol
complete proteins
fats
fat-soluble vitamins
iodized salt
malnutrition
minerals
nutrients
trace minerals
water
water-soluble vitamins

1. Proteins, carbohydrates, fats, vitamins, minerals, and water are called ________________.
2. The primary purpose of protein is ________________.
3. Nutrients manufactured in plants containing large amounts of sugar and starch are classified as ________________.
4. Each protein is composed of smaller units called ________________.
5. Nutrients providing the most concentrated source of energy are ________________.
6. Vitamins A, D, E, and K are called ________________.
7. Nutrients from animal products, such as meat, poultry, cheese, milk, fish, and eggs, are referred to as ________________.
8. Minerals found in minute quantities in the body are referred to as ________________.
9. An effective way to provide iodine in the body and to prevent goiter is the use of ________________.
10. Roughage, which provides bulk in the diet, contains ________________.

Activity 23-6 • Matching

Directions

Match the term in column B with the statement in column A. Place the letter for each term in column B in the blank to the left of the matching numbered statements in column A. Some letters may be used more than once.

Column A

_____ 1. Asorbic acid.

_____ 2. Prevents goiter; needed for proper functioning of thyroid gland.

_____ 3. Builds strong, straight bones; contributes to strong teeth and normal heartbeat.

_____ 4. Works with calcium to build healthy bones and teeth.

_____ 5. Builds red blood cells.

_____ 6. Thiamin, niacin, and riboflavin.

_____ 7. May be thrown out of balance by consuming too many soft drinks.

_____ 8. Helps the body form a "cement" called collagen.

_____ 9. Helps eyes adapt to darkness; promotes unblemished skin.

_____ 10. Contains sugar and starch, which are changed into a form usable as energy.

Column B

A. Calcium
B. Carbohydrate
C. Iodine
D. Iron
E. Phosphorus
F. Vitamin A
G. Vitamin B complex
H. Vitamin C

Activity 23-7 • *Illustration*

Directions

Complete each of the following instructions using the *Food Guide Pyramid* illustration below.

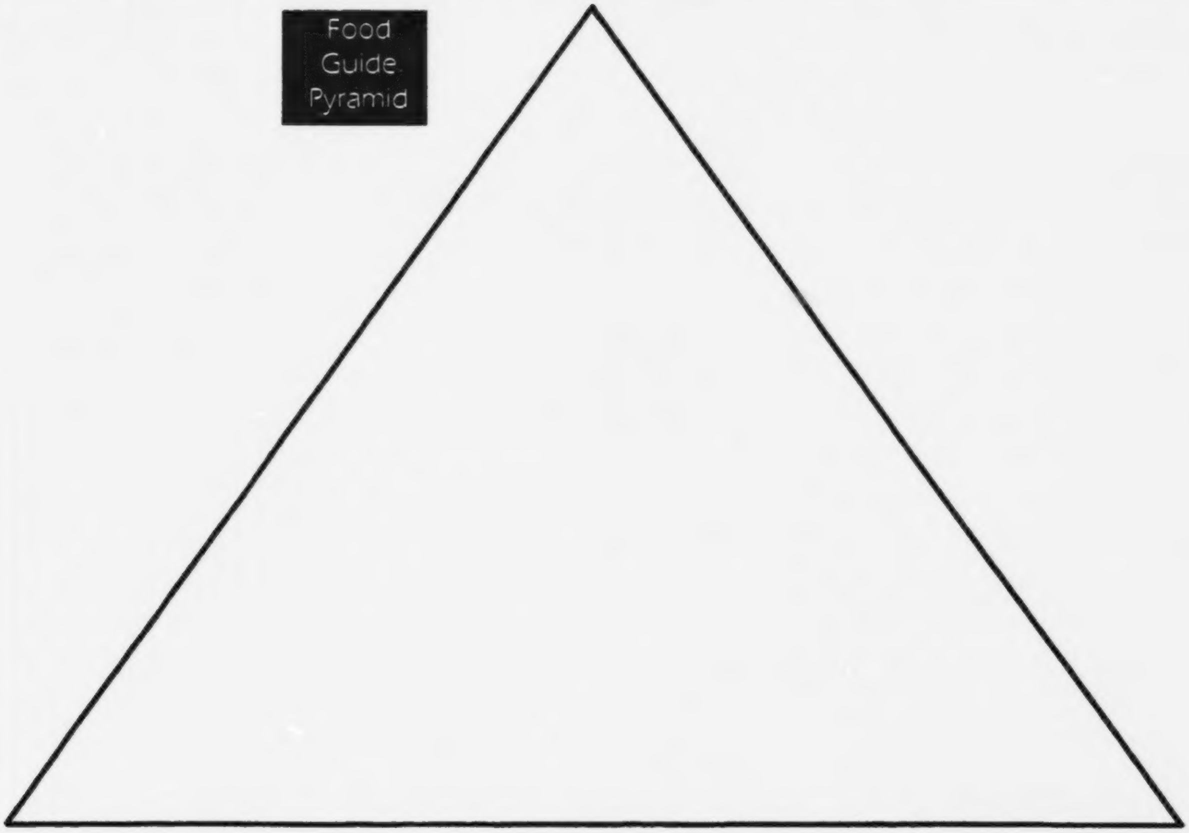
Instructions

(A) Divide the pyramid into the six food categories.
(B) Label each food category.
(C) Write the suggested serving sizes under each food category label.
(D) Place each of the foods listed in the food list into the appropriate food category.

Food List

1. broccoli
2. cabbage
3. candy
4. chicken
5. cottage cheese
6. cranberries
7. donuts
8. flour
9. ham
10. jam
11. lentils
12. liver
13. noodles
14. orange juice
15. pickles
16. rice
17. rolled oats
18. salmon
19. soft drinks
20. yogurt

Food Guide Pyramid



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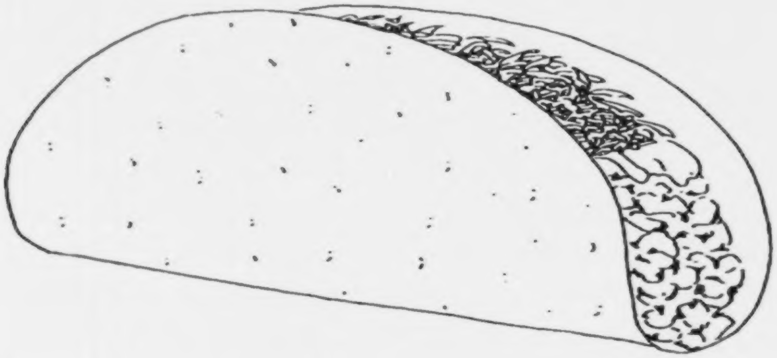
Activity 23-8 • Short Answer

Directions

The foods contained in a taco are listed below. Categorize the specific foods into the *Food Guide Pyramid* food groups. Then, list the main nutrients provided in each category from each of these foods.



Food Item	Food Group	Nutrient(s)
1. Ground Beef		
2. Tomatoes		
3. Cheese		
4. Lettuce		
5. Corn Tortilla		

Now, think of two other foods that contain several of the food categories all in one dish or entrée. Complete the following information using the dishes or entrées you chose.

Dish or Entrée: ______________________________

Food Item	Food Group	Nutrient(s)
1.		
2.		
3.		
4.		
5.		

Dish or Entrée: ______________________________

Food Item	Food Group	Nutrient(s)
1.		
2.		
3.		
4.		
5.		

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Activity 23-9 • Case Studies

Directions

Elsie is a 19-year old college student. She is moderately active, riding her bike four miles to and from the college at least four times a week. To maintain her current weight, Elsie should eat the smaller servings recommended in the *Food Guide Pyramid*.

(A). Below, is a sample of Elsie's diet for one day. In the spaces provided, list each of the foods and then total the servings. NOTE: Check for recommended daily requirements of water.

BREAKFAST: Hot oatmeal with maple syrup, 1 slice whole wheat toast with butter, milk, glass of orange juice
SNACK: Soft drink
LUNCH: Sweet and sour chicken, fried rice, 2 vegetable egg rolls, hot tea with lemon
SNACK: Apple, soft drink
DINNER: Baked ham, rice pilaf, broccoli with Hollandaise sauce, sponge cake with vanilla ice cream
SNACK: Hot tea, 4 crackers with peanut butter

(A) Breads, cereals, rice, and pasta: ______________________________

(B) Vegetables: ______________________________

(C) Fruits: ______________________________

(D) Milk, yogurt, and cheese: ______________________________

(E) Meat, poultry, fish, dry beans, eggs, and nuts: ______________________________

(F) Fats, oils, and sweets: ______________________________

Total Servings: (A)______ (B)______ (C)______ (D)______ (E)______ (F)______

(B) Compare the total servings in Elsie's diet for each food group with the suggested servings. Answer the following questions based on your findings.

1. Which food categories have the recommended number of servings?
____

2. Which food categories are lacking in the recommended number of servings?
____

3. What foods might Elsie add to her diet to improve it?
____

4. What foods might Elsie limit to improve her diet?
____

5. How does Elsie do on limiting her intake of fats? Explain.
____

Activity 23-9 • Case Studies, cont'd.

Case Study #2

Carlos is 35 and works as a computer systems analyst. In his spare time, he enjoys watching sports on TV. This is as much exercise as Carlos gets! He is about 25 pounds heavier than his ideal weight.

(A) Help Carlos find out where his eating habits might be adjusted to help him lose the extra pounds. In the spaces provided, list each of the foods and then total the servings. NOTE: Check for recommended daily requirements of water.

BREAKFAST: 3-egg omelet with Spanish sauce, hash browns, 2 slices rye toast with butter, coffee
SNACK: Candy bar
LUNCH: Meat loaf, mashed potatoes and brown gravy, 2 corn muffins with butter, coffee
SNACK: 6 chocolate cookies, milk
DINNER: Fried catfish, corn on the cob with butter, 6 hush puppies, cherry cobbler with ice cream, iced tea
SNACK: Buttered popcorn, soft drink

(A) Breads, cereals, rice, and pasta: ______

(B) Vegetables: ______

(C) Fruits: ______

(D) Milk, yogurt, and cheese: ______

(E) Meat, poultry, fish, dry beans, eggs, and nuts: ______

(F) Fats, oils, and sweets: ______

Total Servings: (A) ______ (B) ______ (C) ______ (D) ______ (E) ______ (F) ______

(B) Compare the total servings in Carlos' diet for each food group with the suggested servings. Answer the following questions based on your findngs.

1. Which food categories have the recommended number of servings?
2. Which food categories are lacking in the recommended number of servings?
3. What foods might Carlos add to his diet to improve it?
4. What foods might Carlos limit to improve his diet?
5. How does Carlos do on limiting his intake of fats? Explain.

Activity 23-10 • Short Answer and Case Studies

Directions

Part 1: For each factor listed below, (1) describe how each can influence a person's eating habits, and (2) circle the factors that influence you the most.

Cultural background: ____________________

Personal preferences: ____________________

Season of the year: ____________________

Age: ____________________

Health: ____________________

Part II: Read the following case study. Answer the questions using the spaces provided.

Shim, Herman, Mercedes, Tony, Alonzo, and Lorenda were eating together. Everyone, except Tony, was eating a candy bar, chips, and drinking a soft drink for lunch. Tony was eating a sliced beef sandwich, an apple, and drinking bottled water.

(1) What factors are influencing the eating habits of most of the group?

____

(2) What factors do you think influence Tony's eating habits?

____

(3) What would you be eating if you were with the group?

____

(4) What factors influenced your response to #3?

____

Activity 23-11 • True/False

Directions

Read each statement. If the statement is True, circle the T to the left of the statement. If the statement is False, circle the F to the left of the statement. If the statement is False, rewrite the statement making it a True statement.

T F 1. The elementary age child needs more food than the younger child.

T F 2. A teenage boy needs more iron-rich foods than does a teenage girl.

T F 3. Compared with adolescents, adults have a higher need for protein and calcium.

T F 4. The average man or woman aged 55-75 needs 300 to 400 fewer calories per day than those needed during the 35-55 year period.

T F 5. The major nutritional problem of adults is weight control.

T F 6. Older people need larger amounts of B-complex vitamins.

T F 7. Because of an increase in activity and a rise in basal metabolism, adolescents require less food and adults.

T F 8. Like teenage girls, a woman needs more calories than does a man.

T F 9. A person should maintain her/his weight at age twenty-five throughout adulthood.

T F 10. Many elderly people require special diets for various health conditions.

Activity 23-12 • Short Answer

Directions

Using the space below, plan a menu for one day. Create the menu around a heavy breakfast, a medium lunch, and a light dinner. Ensure that the planned menu meets the suggested number of servings from the *Food Guide Pyramid*. Total the servings in each food group and write this information in the spaces provided at the bottom of the exercise. Be certain to include water as a beverage. You may add snacks at any point during the day.

Breakfast

____
____
____
____
____

Lunch

____
____
____
____
____

Dinner

____
____
____
____
____

Total the number of servings in each food group here: ______________________________
Grains: ______________________________
Fruit: ______________________________
Vegetables: ______________________________
Milk, yogurt, and cheese: ______________________________
Meat: ______________________________
Fats, oils, and sweets: ______________________________

Chapter 24

Food Production

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 24:

14D	Apply management principles in work roles related to food and beverage operations.
14E	Apply nutrition principles in food and beverage planning, preparation, and presentation.
14F	Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.
14G	Select equipment and utensils appropriate for prescribed tasks.
14H	Summarize government regulations affecting food safety and sanitation.
14I	Practice safety and sanitation procedures in food and beverage operations.
14J	Explain approaches that protect the environment.
15F	Explain how the menu reflects the foodservice plan for meeting customer needs and wants.

Introduction

Preparing food in quantity for a foodservice operation is different from cooking at home. Many principles and techniques of food preparation are the same in both settings, but quantity food production requires special knowledge and skills. One of the most important aspects of quantity food production is consistency. Menu items should be prepared and served the same way each time they are ordered. Foodservice operations carefully plan menus, develop standardized recipes, designate portion sizes, and follow menu specifications so that customers receive good quality meals. Menus, standardized recipes, portion sizes, and menu specifications also help foodservice operations control costs. When food is prepared in large quantities, seemingly small amounts of waste quickly add up and create major financial loss in food costs.

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Activity 24-1 • Short Answer

Directions

Complete the following exercise to review the importance of the menu in foodservice. Complete the boxes by providing information for each section.

Menu Purposes

How are menus a marketing tool?

Why is the menu important to the management?

What is the purpose of the menu for customers?

973

Activity 24-2 • Application

Directions

When a menu is presented to a customer it can act as a powerful merchandising tool. Menus are as varied as the foodservice operation they represent and they can be created in a variety of forms. Menus can be printed, handwritten, or computer generated. Some are written on chalkboards, dry-erase boards, or wooden planks. Whatever form is used, the menu should be clean, readable, limited to a reasonable number of items, organized so items can be located quickly, written in language customers can understand (descriptive, but simple), easy to change as prices or items change, in line with budget, designed to sell the items, and planned to fit the foodservice operation.

▲ Using the menu form made available on the following page or on paper provided by your teacher, create your own menu keeping the above criteria in mind. You may choose to use colored pencils, markers, crayons, colored ink pens, and pen and pencil in creating your menu. Create a lunch menu that includes the following items:

- Menu items with prices
- Three types of sandwiches
- Salads
- Soups
- Combinations of the above such as a soup and sandwich combo
- A special of the day
- Three types of beverages
- Three types of desserts
- One special dessert of the day

◆ Use the spaces provided to respond to the following:

- Identify the type of establishment (i.e., deli, fast food, family restaurant).
- Describe the demographics of the customers.
- Describe the materials used in the menu design and provide reasons for your choices (i.e., laminated for longer wearing).
- Describe the color, design, and theme – how does the menu design carry-out the message of the establishment?
- Describe the text used and provide reasons for your choices.

Activity 24-2 • Application, cont'd.

Respond to the following items regarding your menu:

1. Identify the type of establishment.

2. Describe the demographics of the customers.

3. Describe the materials used in the menu design and provide reasons for your choices.

4. Describe the color, design, and theme of your menu – how does the menu carry-out the message of the establishment?

5. Describe the text used and provide reasons for your choices.

Activity 24-3 • Matching

Directions

To review the importance of menu planning, complete the following exercise by placing the letter of the correct term in the blank to the left of each description.

Terms

A. menu planning
B. menu specifications
C. profit
D. purveyor
E. universal food

Descriptions

____ 1. The process of selecting food and beverage items for a menu that are acceptable to customers and management, while keeping all aspects of the food operation in mind

____ 2. Products regularly used by food operations that are readily available

____ 3. Also called purchase specifications or specs, statements that describe the characteristics of a food product, ingredient, or condiment used by the food operation

____ 4. A company who sells products to the foodservice operation, such as meat or produce

____ 5. The money the owner makes after all expenses have been paid

Activity 24-4 • Short Answer

Directions

To review the developing, testing, and costing of standardized recipes, respond to the following questions. Write your answers using the blanks provided.

1. What is a standardized recipe? ______________________________
____

2. In what two ways do standardized recipes help control costs?
(A) ______________________________
(B) ______________________________

3. How does using standardized recipes help in reducing labor costs? ______________
____

4. Why is having standardized recipes in the hospitality industry important? __________
____
____

5. How does using standardized recipes help to maintain food quality despite a high personnel turnover rate? ______________________________
____

6. What are three sources for obtaining standardized recipes?
(A) ______________________________
(B) ______________________________
(C) ______________________________

7. What is the first step a foodservice operation should take before including a standardized recipe in the menu? ______________________________

8. What are the seven components of a standardized recipe?
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

9. On a written recipe form, how do the drawn lines between major steps help foodservice workers? ______

(A) Would this be a form of food cost control, labor cost control, or both? ______

(B) Explain your answer. ______

10. Why are recipe food ingredients listed by weight? ______

(A) Is this an example of food cost control, labor cost control, or both? ______

(B) Explain your answer. ______

11. Amounts of ingredients should be written in yields of what two-sized servings? ______

12. What procedures are suggested for implementing standardized recipes used in a foodservice establishment? ______

13. What occurs when foodservice workers do not follow standardized recipes? ______

14. Evaluating standardized recipes is based on what five criteria?

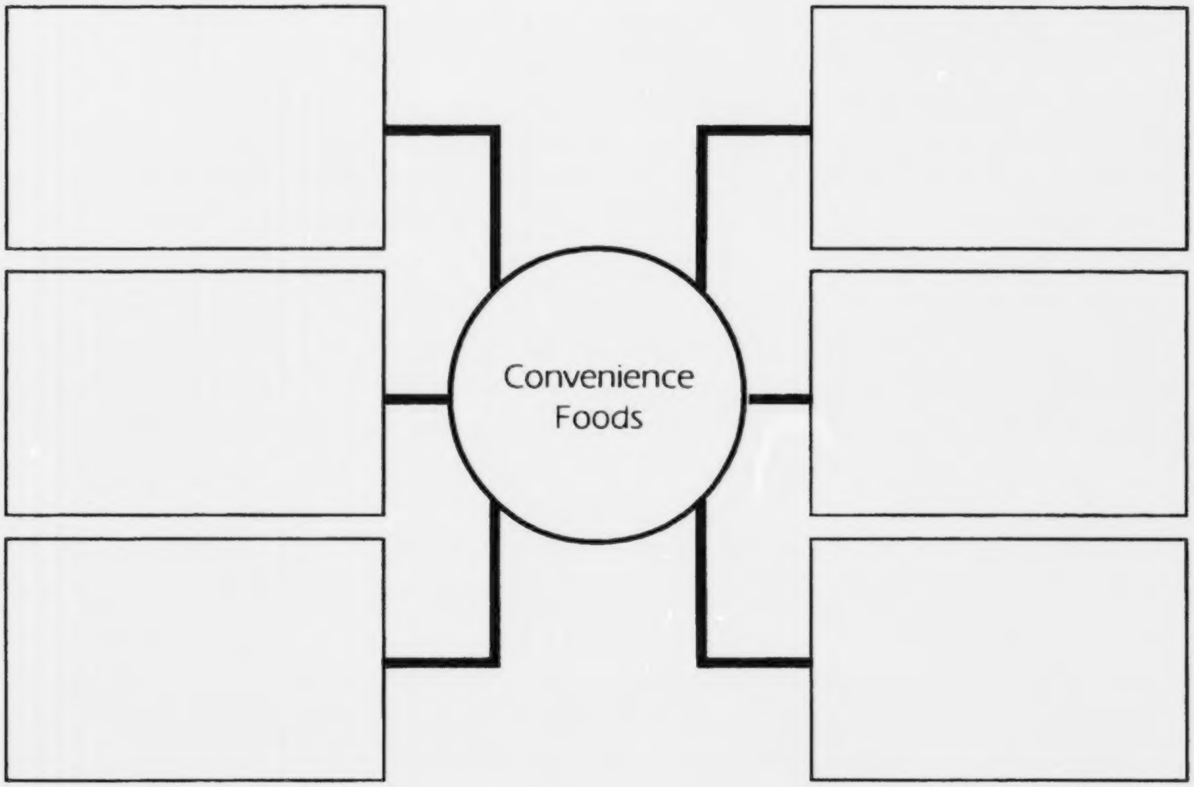
1. ______
2. ______
3. ______
4. ______
5. ______

15. What is the procedure for pre-costing a recipe? ______

Activity 24-5 • Idea Graph

Directions

Review the information on convenience foods and complete the "idea graph" below. In the boxes, write the main ideas of the convenience food section.



Activity 24-6 • Matching

Directions

To review the principles of cooking and food portioning, complete the following exercise. Place the letter representing the correct term in the blank to the left of each description.

Terms

A. broth
B. combination cooking method
C. condiment
D. dry heat
E. extract
F. food portioning
G. frying method
H. gelatin
I. gluten
J. herbs
K. liquid food extracts
L. moist heat
M. monosodium glutamate
N. portion control
O. seasoned salts
P. seasonings
Q. smoked salts
R. spices
S. standard portions
T. stock

Descriptions

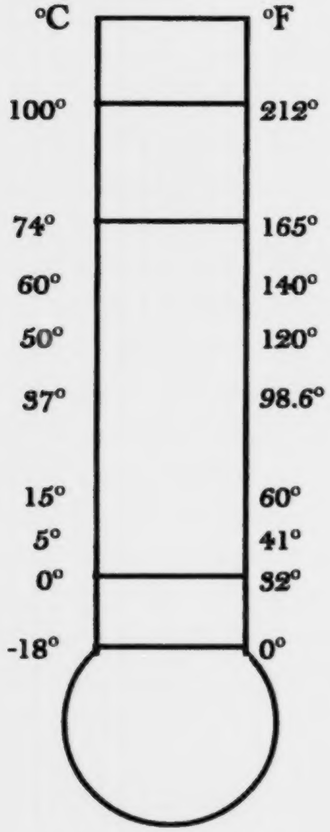
____ 1. A form of heat used in baking, roasting, and broiling
____ 2. Cookery that involves the cooking of foods in liquids
____ 3. A method that browns food by sautéing or flip frying or pressure deep frying
____ 4. Exposing food to the first three methods of cookery in a sequence or together in the same pot
____ 5. Using by-products of foods that have been simmered in liquids
____ 6. Liquid from cooked food such as boiled chicken or boiled beef
____ 7. Liquid extracted from meat, fish, and vegetable leftovers
____ 8. Flavor adding ingredients
____ 9. Leaves of certain plants used to season foods
____ 10. Parts of plants, other than leaves, used to season foods
____ 11. Used to intensify the flavor of foods, especially in Oriental cookery
____ 12. A mixture of table salt, vegetable flavoring, spices, and monosodium glutamate
____ 13. Flavored with hickory smoke or smoke from other scented woods
____ 14. Concentrated flavor and aroma of an ingredient
____ 15. A seasoning or relish such as mustard, ketchup, and steak sauce
____ 16. A protein in flour that forms an elastic, sticky, spongy mass when flour is combined with moisture
____ 17. A tasteless, odorless mixture used to thicken various foods
____ 18. To divide food into equal portions or servings
____ 19. Portions that are of the same size
____ 20. Measuring, regulating, and using other techniques to ensure standard-sized servings

Activity 24-7 • Short Answer

Directions

Part I: Using the food safety thermometer pictured below, label the following areas and mark them by shading with colored pencils, crayons, or markers.

Food Safety Thermometer



Labels

1. Danger Zone for bacterial growth
2. Freezer temperatures
3. Cooking and food holding temperatures
4. Refrigerator temperatures
5. Freezing point

Part II: Answer the following questions by placing your response in the space provided.

1. Above 140°F bacteria survive but do not grow. What other temperature inhibits bacterial growth? ________________
2. What is the boiling point of water? ________________
3. At what temperature do some bacteria produce toxins? ________________
4. What is the time span for safely holding foods at the Danger Zone temperature range? ________________
5. The time-and-temperature principle, simply stated, means what? ________________

Activity 24-8 • Short Answer

Directions

To review information on the HACCP system, respond to the following items. Record your answers in the spaces provided.

1. What is the purpose of the HACCP system in foodservice operations?

2. At what stages in foodservice are critical control points identified?

3. When would disposal of the food item be considered the appropriate corrective action?

4. How do foodservice managers know if the HACCP system is working in their foodservice operation?

Chapter 25

Beverages

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 25:

14A	Describe roles and responsibilities in food and beverage operations.
14C	Perform appropriate tasks according to industry standards.
14F	Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

Introduction

Foodservice establishments serve a variety of beverages. The most frequently prepared beverages are coffee and tea. Cocoa and hot chocolate are also available in most foodservice establishments. Some popular beverages require no preparation. These include milk, fruit juices, vegetable juices, and carbonated beverages. Fountain specialties, like shakes and malts, also may be served. Some foodservice establishments serve alcoholic beverages, which are served *only* by persons who meet minimum age requirements and *only* to patrons who meet minimum age requirements. The beverage station, where both hot and cold beverages are prepared, usually is located in or near the cold food or pantry station. Some establishments locate several beverage pick-up stations in the dining area as well. Use of several beverage pick-up stations provides service personnel with quick access to beverages.

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Activity 25-1 • Short Answer

Directions

Using the spaces provided below, list the five basic guidelines to follow in the preparation of quality beverages.

1. ____

2. ____

3. ____

4. ____

5. ____

Activity 25-2 • Sentence Completion

Directions

Complete each item by writing the missing word(s) in the spaces provided.

1. Coffee made from ground roasted coffee beans and water is termed ____________________ coffee.

2. When using a drip coffee maker, the extraction time is ______________________________.

3. Using ground coffee that is too coarse for the brewing method results in ______________________ coffee.

4. When brewing coffee, water that has an undesirable taste or which is high in chlorine or iron should be filtered through ____.

5. Coffee makers need cleaning to remove ________________________ that build up inside and causes the coffee to taste bitter.

6. The flavor and fragrance of coffee deteriorates after the first ______________________________.

7. The "half cups" used to serve strong, black after-dinner coffees are __________________________.

8. Coffee combined with frothy steamed milk is ____.

9. Double-strength coffee diluted with melting ice is ____________________________________.

10. Coffee, both caffeinated and decaffeinated, that is often served in individual packages is ____________________________________ coffee.

Activity 25-3 • Short Answer

Directions

It is Kathi's first day as a foodserver at the Jalisco Café. As the manager, you instruct her in the correct brewing methods for coffee and tea. In the spaces provided, write the instructions you expect Kathi to follow when brewing each beverage.

Coffee Brewing Methods	Tea Brewing Methods
1. ______	1. ______
2. ______	2. ______
3. ______	3. ______
4. ______	4. ______
5. ______	5. ______
6. ______	6. ______
7. ______	7. ______

Activity 25-4 • Sentence Completion

Directions

Circle the word that correctly completes each sentence.

1. Steeping is used to brew (*cappuccino, coffee, tea).*

2. Iced tea that is immediately refrigerated for cooling develops (*acidity, cloudiness, rancidity*).

3. Milk that contains less than one percent butterfat is (*buttermilk, skim milk, whole milk).*

4. Milk that is treated mechanically so that the butterfat will no longer rise to the top is referred to as (*buttermilk, chocolate milk, homogenized milk).*

5. Chocolate milk has as much butterfat as (*buttermilk, skim milk, whole milk).*

Activity 25-5 • Matching

Directions

Place the letter of each type of beverage listed below in the blank to the left of the matching procedure for serving or garnishing. Some of the letters will be used more than once. There may be more than one correct letter for each answer.

Types of Beverages

A. carbonated beverages
B. coffee
C. fruit juices
D. hot chocolate and cocoa
E. hot tea
F. iced tea
G. iced water
H. milk
I. milk shakes
J. tomato juice

Procedures for Serving or Garnishing

____ 1. Often served with lemon, sugar, and milk

____ 2. Usually served with a straw and a long spoon

____ 3. Usually served with cream and sugar

____ 4. Usually served with lemon and sugar

____ 5. Often served in a preheated cup

____ 6. Sometimes garnished with celery sticks

____ 7. Sometimes garnished with whipped cream, marshmallows, shaved chocolate, or cinnamon sticks

____ 8. Sometimes garnished with mint leaves, lemon or lime slices or wedges, or strawberries

____ 9. In the United States, usually the first beverage to be served to a customer in a seated restaurant

____ 10. Occasionally served with an extra pot of hot water for diluting the beverage

Activity 25-6 • Sentence Completion

Directions

Listed below are basic beverage terms. Also listed are descriptions of beverage terms. Write the term in the blank that best completes each description. Each term may be used only once, and some terms will not be used.

Beverage Terms

beverage brewing demitasse fill line homogenization steeping urn

1. A large coffee maker with a faucet for serving is a(n) ______________________________.
2. The process of treating whole milk so that cream does not form is called ________________.
3. The process of extracting coffee flavor with hot water is called ________________________.
4. "Half cup" used to serve espresso is referred to as _______________________________.
5. The process of extracting tea flavor with hot water is called __________________________.

Chapter 26

Presentation

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 26:

14E Apply nutrition principles in food and beverage planning, preparation, and presentation.

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.

Introduction

Food presentation techniques are important to customer satisfaction. Techniques for food presentation include procedures for plating food, garnishing food and beverages, and packaging fast-food and take-out food. Food presented properly improves customer satisfaction and contributes to business success.

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Activity 26-1 • Sentence Completion

Directions

Review the techniques for presentation in food and beverage operations by completing the following activity. Read each statement below and write the missing words in the spaces provided.

1. Much of the foodservice operation's success depends on _____.

☐☐☐☐■☐☐☐☐☐☐☐☐☐☐☐☐

2. _____ means providing variety and contrast to create a result that is neat and attractive.

☐☐☐☐☐☐☐

3. To adorn or decorate with some kind of ornamentation is to _____.

☐☐☐☐☐☐☐

4. The harmonious, balanced relationship between the food items on a plate, and the total visual effect created is called _____.

☐☐☐☐☐☐☐☐☐☐

5. The placing of food on the plate so that colors, shapes, and textures contrast in a pleasing manner is the _____ of food presentation.

☐☐☐☐☐☐☐☐☐☐☐

6. _____ refers to a completed plate's structure of colors, shapes, arrangements, and textures.

☐☐☐☐☐☐☐☐☐☐☐

7. The two key principles important to remember when plating food are to first remove moisture and grease, then create a _____ with the food.

☐☐☐☐☐☐☐

8. A garnishing technique of covering the whole plate with the dust of powdered sugar, cocoa, or both is called _____.

☐☐☐☐☐■☐☐☐☐☐☐☐

9. A garnishing method where the chef pipes batter into detailed designs and bakes the design into a crisp rigid form is called _____.

☐☐☐ ☐☐☐■☐☐☐☐☐

10. Food presented properly improves customer satisfaction and contributes to a business being _____.

☐☐☐☐☐☐☐☐☐☐

Activity 26-2 • Short Answer

Directions

Select an appropriate garnish for the foods listed. In the appropriate columns, (A) write a description of the garnish, and (B) write the reason for using the garnish. Justify your selections by using the guidelines studied in the text.

Foods	(A) Selected Garnishes	(B) Reason for Using the Garnish
1. Platter of fish		
2. Fruit salad		
3. Vegetable salad		
4. Chicken salad sandwich		
5. Cream soup		
6. Roast beef		
7. Meat salad		
8. Bacon, eggs, and potatoes		
9. Deviled eggs		
10. Hamburger		

Activity 26-3 • Research

Directions

Answer the following questions to summarize procedures for plating food.

1. How can moisture or grease be removed when plating food?

2. How can a picture be created with food?

3. What are some tips for arranging food on a plate?

4. How can using a perforated spoon be helpful when plating food?

5. Where should the meat item be place on the plate? Why?

Activity 26-4 • Matching

Directions

French terms are often used to describe common garnishes. Match the French term with the appropriate garnish technique. Write the term in the blank to the left of the statement.

French Terms

Bouquetiére
Vichy
Clamart
Provencale
Printaniére
Doria
Princesse
Dubarry
Primeurs
Fermiére
Parmenier
Florentine
Nicoise
Forestiére
Lyonnaise
Jardiniére
Judic

Technique

______________ 1. carrots

______________ 2. tomatoes, garlic, and parsley; sometimes mushroom and olives

______________ 3. spring vegetables

______________ 4. asparagus

______________ 5. first spring vegetables (carrots, turnips, peas, pearl onions, green beans, cauliflower, asparagus, artichokes)

______________ 6. potatoes

______________ 7. tomatoes concassée cooked with garlic

______________ 8. onions

______________ 9. braised lettuce

______________ 10. garden vegetables

______________ 11. mushrooms

______________ 12. spinach

______________ 13. carrots, turnips, onions, and celery cut into uniform slices

______________ 14. cauliflower

______________ 15. cucumbers cooked in butter

______________ 16. peas

______________ 17. bouquet of vegetables

Activity 26-5 • True/False

Directions

The following exercise will help you describe correct packaging techniques for fast-food and take-out food as well as for serving take-out customers. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true. To check your answers, complete the maze on the next page. Start at "1" and go through the maze, passing through the blank of each answer you checked. Only the correct answers will allow you to move through the maze. A wrong answer will lead you to a dead end.

T F 1. Fast-food and take-out orders may be a complete meal, single item, or meal combination.

____

T F 2. Some seated-service restaurants and cafeterias offer take-out service along with table service.

____

T F 3. All fast-food service operations feature take-out service.

____

T F 4. Supplies of disposables and prepackaged foods should never be restocked during serving hours.

____

T F 5. Take-out orders may be placed only at a drive-up window or an automated order device.

____

T F 6. Repeat an order to the customer only if you are not sure it is correct.

____

T F 7. When packaging take-out orders, they should be wrapped, sacked, boxed, or placed in disposable containers.

____

T F 8. Include accompaniments, such as salt, pepper, and sauces in a take-out order only when a customer requests it.

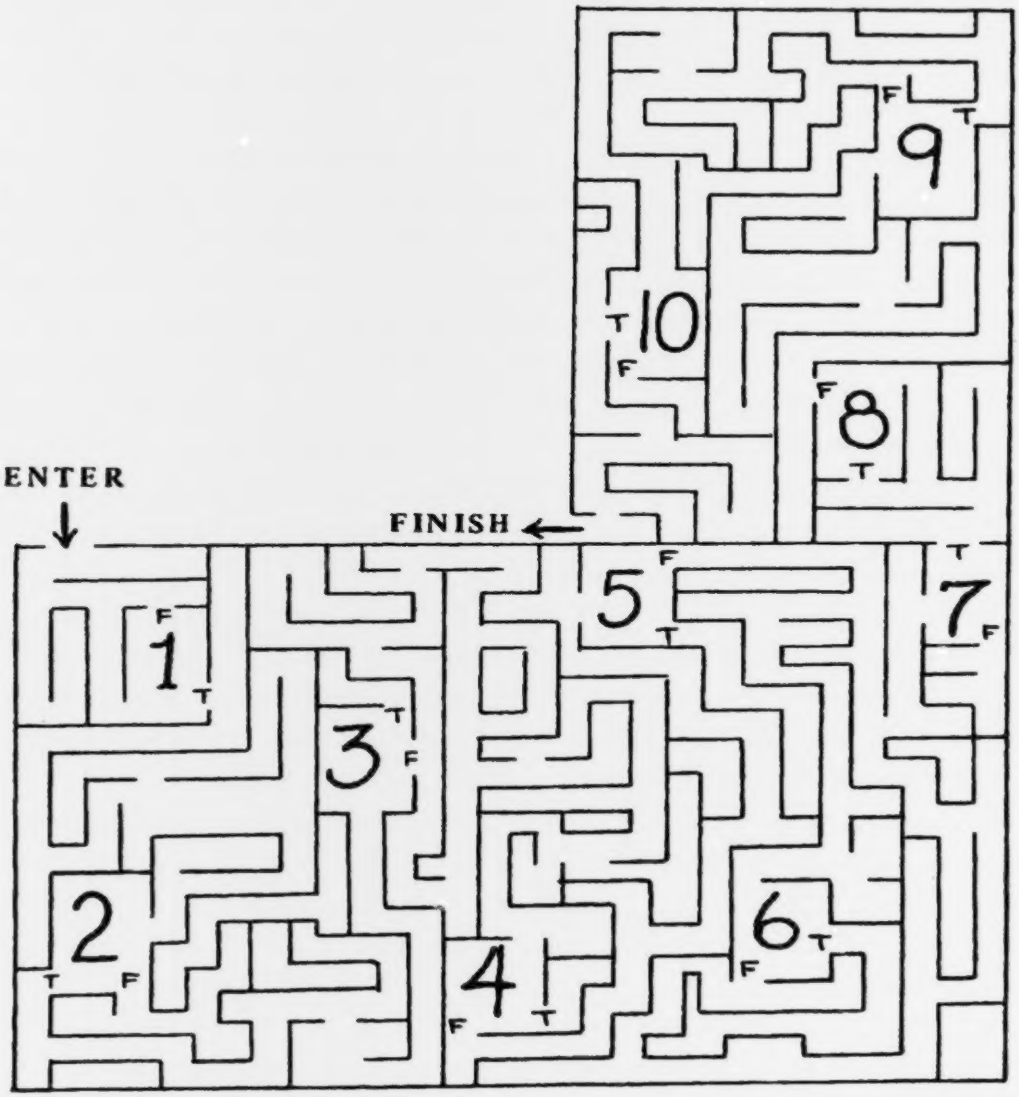
____

T F 9. As a convenience to the customer, straws, napkins, and plastic utensils should always be provided in a take-out order.

____

T F 10. Packages may provide the food operation with an opportunity to advertise items, prices, and order instructions.

____



Chapter 27

Serving Methods

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 27:

14F Utilize appropriate techniques for preparation, presentation, and service in food and beverage operations.
14G Select equipment and utensils appropriate for prescribed tasks.
14I Practice safety and sanitation procedures in food and beverage operations.

Introduction

From the first moment customers enter a foodservice operation until they leave after dining, important impressions are made. Customers evaluate a food operation during their entire dining experience. Guests notice how they are greeted, seated, presented menus, informed of menu offerings, assisted in ordering, and served. Guests are aware of the attitude exhibited by the host, servers, and other employees they encounter. The amount of time waiting for service also makes a lasting impression. If customers wait too long to be noticed, seated, and served, the negative impression may cause them not to return.

Between the time when customers are greeted by a host and the time when they are served, there is a critical window of time. The attitude and attentiveness given by the servers in this window often make a lasting impression of the total foodservice operation. Customers also evaluate follow-up service offered during the meal. However, this period is less impressionable because customers are occupied with eating the meal. But if customers are not provided enough follow-up service during this time, they certainly notice. Customers do not like to be left needing a beverage refill and having to look around the dining room for the server to get his or her attention.

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Activity 27-1 • Sentence Completion

Directions

To review appropriate techniques for service in food and beverage operations, complete the following activity. In the blank to the left of each description, write the letter of the appropriate vocabulary term being described.

Terms

A. art of service
B. course
C. expediter (expo)
D. house specials
E. marketing the menu
F. party
G. reference point
H. sidework
I. station
J. timing the order
K. upselling the menu

Descriptions

____ 1. A group of people that are dining together

____ 2. An area or set of tables assigned to a server

____ 3. Additional information or description about food items, special of the day, or suggestions of other food items to compliment the meal

____ 4. Speciality items that foodservice operations prepare to sell

____ 5. Foodservice facilities train each employee to help customers enjoy themselves

____ 6. A foodserver positioning himself or herself at a particular location at each table when taking orders

____ 7. Servers and cooks working together to time the order so that all items are ready to serve at the same time

____ 8. An employee who works in front of the pass-through window assembling orders onto trays, checking orders for completion and accuracy, and adding final touches and garnishes

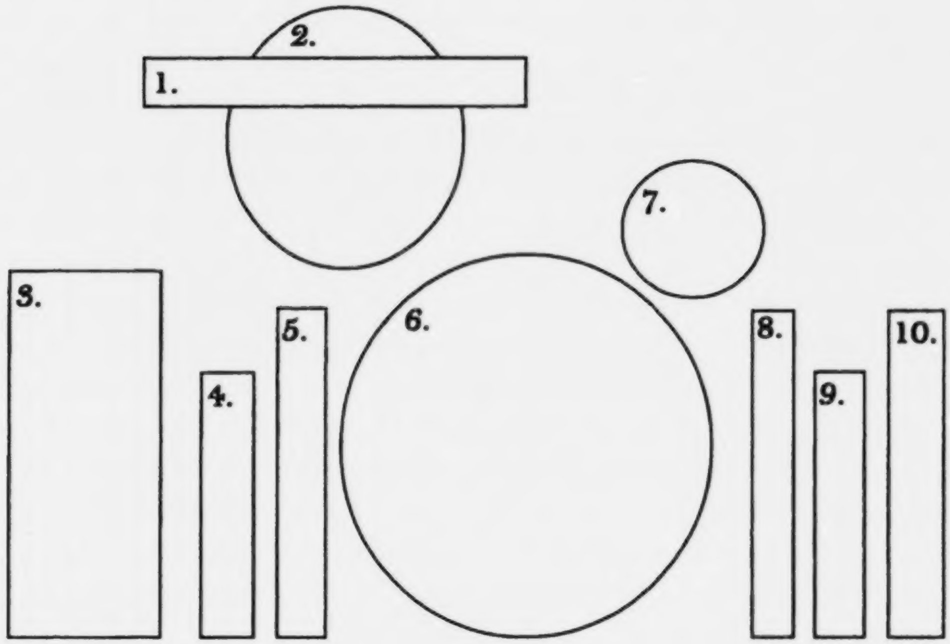
____ 9. Part of the meal served as one unit at a time, usually in fine restaurants

____ 10. Involves stocking dishes, refilling condiment containers, and replacing items needed during the shift or for the next shift

Activity 27-2 • Identification

Directions

Examine the diagram below illustrating an American dinner cover. Identify the type of flatware, dinnerware, glassware, etc., that should occupy each position on the diagram. Write the name of the item on the line corresponding to the number on the diagram.



1. ______________________ 6. ______________________

2. ______________________ 7. ______________________

3. ______________________ 8. ______________________

4. ______________________ 9. ______________________

5. ______________________ 10. ______________________

Activity 27-3 • Evaluation

Directions

Complete the following activity to outline correct procedures for writing, placing, and picking up orders. Decide if each statement explains an appropriate way to write, place, or pickup an order. If so, place a ✔ in the Yes column. If the statement is not an appropriate way to write, place, or pick up an order, place a ✔ in the No column.

Statement	Yes	No
1. If needed, the server addresses each customer, beginning with the next customer to the left of the person addressed first.		
2. Food should be placed on a tray while the server gathers other items.		
3. The taste and texture of cooked fish deteriorates rapidly after removal from the cooking process.		
4. After writing a customer's order, the server should take the ticket to the kitchen where it should be hung on a revolving wheel in the pass-through between the cook and service area.		
5. Servers should use an abbreviation system adapted by the food operation when taking orders.		

Activity 27-4 • Sentence Completion/Short Answer

Directions

Part I

It is important to know the general rules of serving food and beverages in order not to inconvenience the guest. Complete the following activity to demonstrate correct procedures for serving food and beverages by placing an X by the correct answer. Reinforce the serving procedure by reading the statement and writing the answer selected in the blank provided.

At a Table

1. Serve food from the _____________.
____ right ____ left

2. Serve beverages from the _____________.
____ right ____ left

3. Serve soup from the _____________.
____ right ____ left

4. Refill beverages from the _____________.
____ right ____ left

Part II

You have been working at a foodservice establishment for six months and your employer has just hired a new employee. Your employer is impressed with your work and asks you to teach the new employee the proper procedures for writing orders. Write the procedures for writing orders in the spaces provided.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

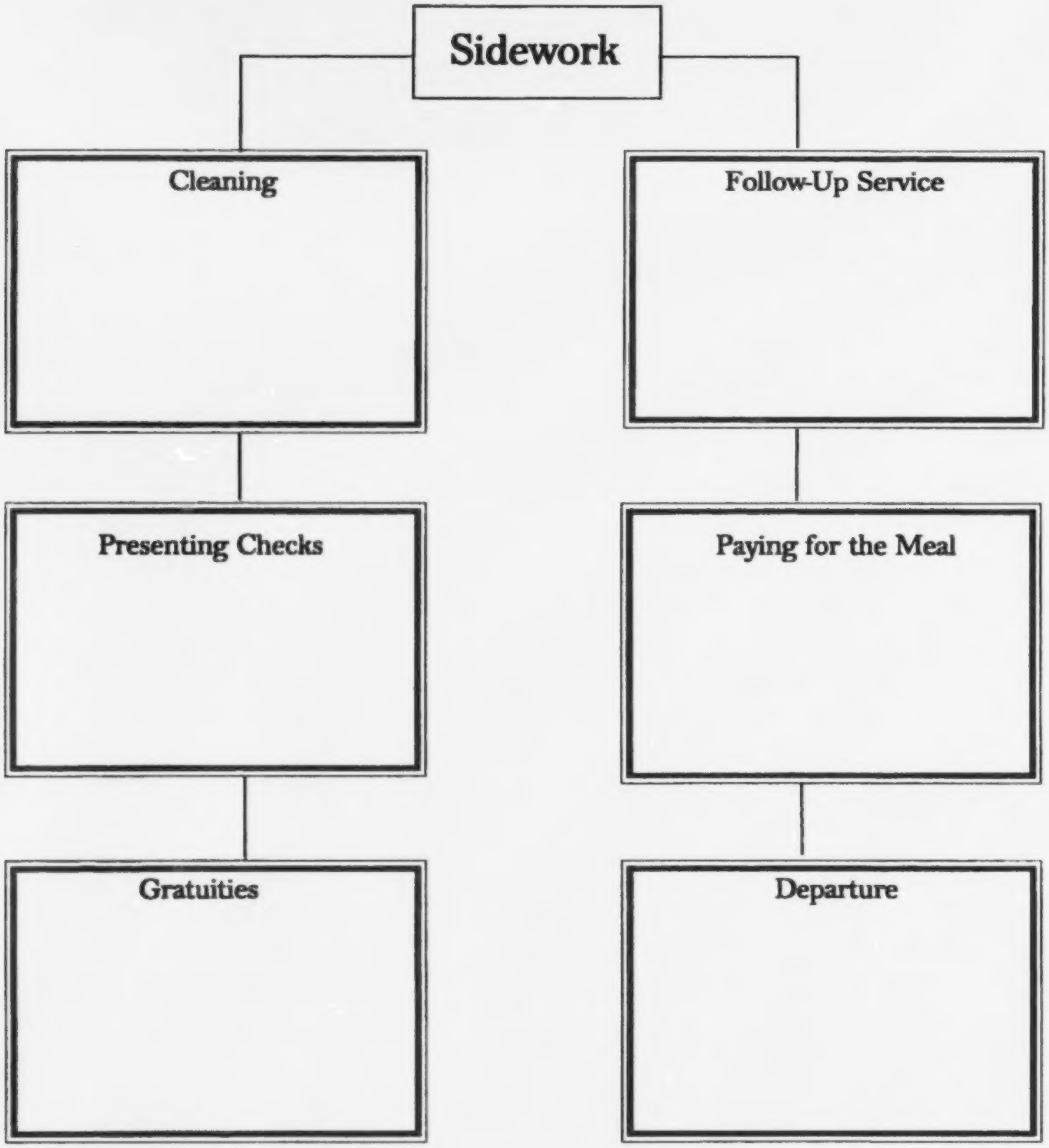
6. ______________________________

7. ______________________________

Activity 27-5 • Research

Directions

Complete the following activity to discuss correct procedures for completing sidework. In each of the boxes below, identify the correct procedures for each title.


Sidework
Cleaning
Follow-Up Service
Presenting Checks
Paying for the Meal
Gratuities
Departure

Activity 27-6 • Short Answer

Directions

Respond to the following questions about marketing techniques used in serving food.

1. What are some examples of techniques used to market the menu?

2. What are "heart healthy" menu items?

3. What special amenities can be offered to young guests?

4. When whole-menu marketing is utilized, knowledge of what information about customers is helpful to the food operation?

5. What is the Americans with Disabilities Act? How does it impact a foodservice operation?

Chapter 28

Food Production Equipment

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 28:
14G Select equipment and utensils appropriate for prescribed tasks.

Introduction

A variety of equipment is used in food preparation. Equipment is needed for weighing ingredients, opening cans, cutting foods, mixing foods, making and dispensing beverages, and cooking food. The equipment used will depend on the type and volume of foodservice. For example, fast-food establishments may have specialized equipment designed for preparing and serving menu items quickly and efficiently.

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Activity 28-1 • Sentence Completion

Directions

Match the scale to the appropriate function. Place the letter of the scale in the blank to the left of each function. Each letter may be used more than once.

Scales

A. baker's
B. balance
C. portion
D. spring-type model

Functions

____ 1. Used for weighing servings of food and rolls

____ 2. Used for weighing dry ingredients such as beans, macaroni, rice, cheese, fruits, and vegetables

____ 3. Used for weighing ingredients or scaling dough

____ 4. Used for weighing batters and mixes

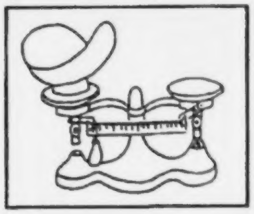
____ 5. Used for weighing large amounts of food, this kitchen model is usually on wheels

Activity 28-2 • Short Answer

Directions

Look at each illustration below. In the blanks below each illustration (A) write the name of the scale being illustrated, and (B) briefly describe the procedure for operating the scale.

1.



(A) ____________________

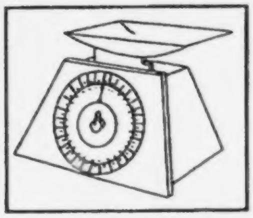
(B) ________________________________

____

____

____

2.



(A) ____________________

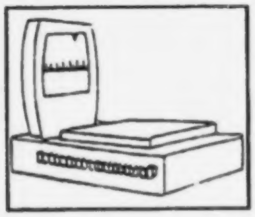
(B) ________________________________

____

____

____

3.



(A) ____________________

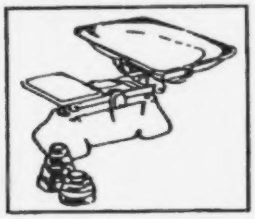
(B) ________________________________

____

____

____

4.



(A) ____________________

(B) ________________________________

____

____

____

Activity 28-3 • Short Answer

Directions

Read the following items. Write your best response in the blanks provided.

1. Explain why the top of a food can should be wiped with a damp cloth prior to opening.

2. Provide one reason why it is important to check the shank blade of a bench-type manual can opener for nicks and grooves.

3. Give four reasons why the blade of a can opener should be wiped with a damp cloth after each operation.

   (A)

   (B)

   (C)

   (D)

4. Explain why sanitizing solution is used for cleaning can opener blades.

5. Provide one reason why the lid from an opened food can should be removed before it falls into the opened can.

6. List the 2 steps in cleaning electric can openers.

   (A)

   (B)

Activity 28-4 • Case Study

Directions

Read the case study. Respond to the following items by writing your responses in the blanks provided.

Case Study

Today is Dan's first day as kitchen helper at the Golden Carrot Restaurant. The manager has asked you to help Dan get familiar with the food slicer used in food preparation. Respond to the following items as you help Dan in his new position.

1. List three types of foods that can be used with the food slicer.

(A) ______________________ (C) ______________________

(B) ______________________

2. You need to use the food slicer to prepare a backup pan of sliced turkey breast. List the steps you will demonstrate to Dan for correct usage of this equipment.

(A) ______________________

(B) ______________________

(C) ______________________

(D) ______________________

(E) ______________________

3. Safety precautions should always be followed when using food preparation equipment. List five precautions that you think Dan should know prior to using the food slicer.

(A) ______________________

(B) ______________________

(C) ______________________

(D) ______________________

(E) ______________________

4. Instruct Dan in daily cleaning of the food slicer.

(A) List the three steps for preparing the equipment for cleaning:

1. ______________________
2. ______________________
3. ______________________

(B) Describe the steps for cleaning the following equipment parts:

1. gauge plate: ______________________
2. slicer blade: ______________________
3. blade guard: ______________________

5. Instruct Dan where to leave the blade guard after cleaning.

____

Activity 28-5 • Short Answer

Directions

Complete the following items by writing your responses in the blanks provided.

(A) Describe the food preparation uses for the following:

1. Food cutter or chopper: ______________________

2. Food processor: ______________________

(B) List the eight steps to be followed when operating a food cutter/chopper.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

(C) Complete the box by providing five safety precautions to follow when using a food cutter/chopper or food processor.

Food Cutter or Chopper	Food Processor
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________
4. ______________________	4. ______________________
5. ______________________	5. ______________________

Activity 28-6 • Matching

Directions

Match the mixing equipment to the appropriate descriptions by placing the letter of the mixing equipment in the blank to the left of the description. Each letter may be used only once.

Descriptions

____ 1. Used to feed food through a chopper

____ 2. Used for grinding dry bread crumbs, grating hard cheese, and chopping hard-cooked eggs

____ 3. Used for slicing, grating, or shredding foods

____ 4. Five-quart mixer used for creaming, mixing, or beating ingredients

____ 5. Used for mixing heavy dough requiring a folding and stretching action

____ 6. Used for incorporating air into light mixtures

____ 7. Used for general mixing but never used for heavy doughs

____ 8. Used for combining shortening and flour by a cutting action

____ 9. Used for mixing and blending ingredients or for incorporating air into the product

____ 10. Twelve to twenty-quart mixer used for creaming, mixing, or beating ingredients

Mixing Equipment

A. bench model mixer
B. dough hook
C. flat beater
D. floor model mixer
E. meat and food chopper
F. pastry blade
G. pusher
H. table model mixer
I. vegetable chopper
J. wire whip

Activity 28-7 • Short Answer

Directions

List five safety precautions that should be observed when using a mixer.

SAFETY PRECAUTIONS WHEN USING A MIXER

1. ____

2. ____

3. ____

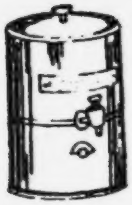
4. ____

5. ____

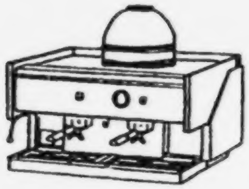
Activity 28-8 • Identification

Directions

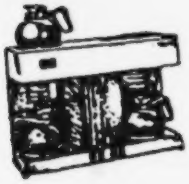
Identify each type of beverage equipment below by writing the name of the equipment in the blank provided beneath each illustration.



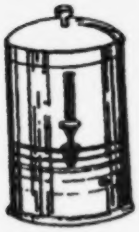
1. ________________________________



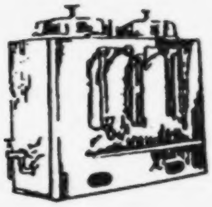
2. ________________________________



3. ________________________________



4. ________________________________



5. ________________________________

1012

Activity 28-9 • Short Answer

Directions

The following terms refer to cooking equipment. According to the instructions, fill in the blanks in the spaces provided.

1. Give examples of two foods which might be cooked using each of the following cooking equipment.

(A) Grill: 1. ______________________
2. ______________________

(B) Deep Fat Fryer: 1. ______________________
2. ______________________

(C) Compartment Steamer: 1. ______________________
2. ______________________

(D) Steam-Jacketed Kettle: 1. ______________________
2. ______________________

(E) Broiler: 1. ______________________
2. ______________________

2. Briefly describe the cleaning procedure necessary for the following cooking equipment.

(A) Range top: ____

(B) Exhaust hood: ____

(C) Grill: ____

(D) Broiler: ____

(E) Toaster: ____

3. Briefly describe one advantage of each of the following types of ovens:

(A) Microwave: ____

(B) Stack: ____

(C) Revolving: ____

(D) Convection: ____

(E) Reconstitution: ____

Chapter 29

Tools and Utensils

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 29:

14G Select equipment and utensils appropriate for prescribed tasks.

Introduction

A variety of small equipment is used in preparing and serving food. Most small equipment used in foodservice areas can be classified as either tools or utensils. Tools are hand-held equipment such as knives, spatulas, spoons, and turners. Utensils are containers for holding food. Foodservice employees should report tools and utensils needing repairs to the supervisor.

Many of the tools and utensils used in the foodservice area are similar to those used in the home. Those used in commercial foodservice may be larger and more durable, but their uses are the same.

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Activity 29-1 • Short Answer

Directions

Respond to the following items in the spaces provided.

1 (A) Explain the difference between tools and utensils.

(B) Provide three examples of each of the following:

Tools:	Utensils:
1.	1.
2.	2.
3.	3.

2. Give an example of how using standard measures in food production helps to control food costs.

3. Explain why foodservice establishments should *not* use glass measuring cups.

4. List three practices that foodservice workers should observe when caring for measuring equipment.
1.
2.
3.

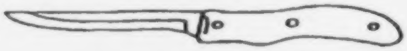
5. Describe the measuring procedure that should be used for each of the following:
(A) Brown sugar:
(B) Solid shortening:
(C) Pinch of salt:
(D) Water:
(E) 1/8 tsp. cinnamon:
(F) White flour:
(G) Confectioner's sugar:

6. Distinguish between a *thermometer* and a *thermostat.*

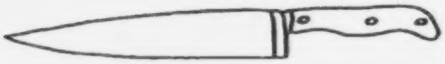
Activity 29-2 • Identifying

Directions

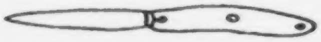
(A) Identify the cutting tools in the illustrations on the left. Write the name of the cutting tool in the blank to the right of each number.



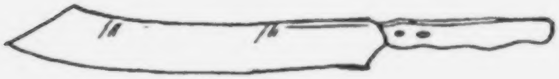
1. ____________________



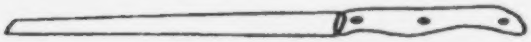
2. ____________________



3. ____________________



4. ____________________



5. ____________________

(B) Identify the cutting tool that you would use for each of the tasks listed below. Choose from the tools illustrated in (A), above. Write the number of the cutting tool (1 to 5) in the blank to the left of each task. Numbers may be used more than once.

_____ (A) Slicing raw fruits

_____ (B) Coring lettuce

_____ (C) Slicing tomatoes

_____ (D) Dicing and mincing recipe ingredients

_____ (E) Scaling fish

_____ (F) Dicing raw meats

_____ (G) Paring fruits and vegetables

_____ (H) Cutting sweet potatoes

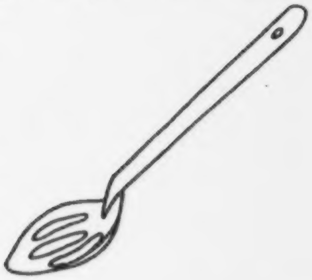
_____ (I) Cutting cakes

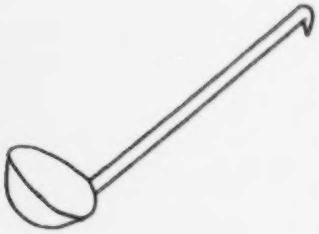
_____ (J) Removing eyes from potatoes

Activity 29-3 • Pictograms

Directions

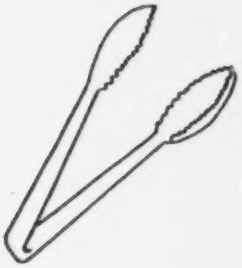
For (A), identify the hand tools illustrated below. For (B), give the main use for each tool.

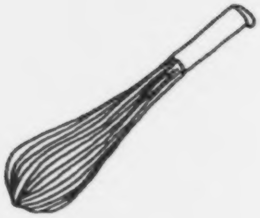


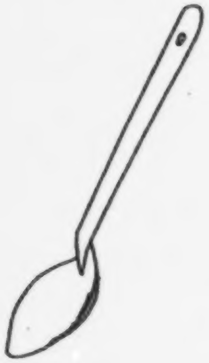


1. (A) ______________________
(B) ______________________

2. (A) ______________________
(B) ______________________







3. (A) ______________________
(B) ______________________

4. (A) ______________________
(B) ______________________

5. (A) ______________________
(B) ______________________

Activity 29-4 • Matching

Directions

Match the hand tool with the task. Place the letter of the hand tool in the blank to the left of each task. The letters may be used only once. Some letters will not be used.

Tasks

____ 1. Removing food from flat pans

____ 2. Turning hamburgers

____ 3. Holding meat while slicing

____ 4. Cutting shortening into flour

____ 5. Removing grease from the top of stocks

____ 6. Stirring food in deep pots

____ 7. Stirring, tossing, and folding ingredients

____ 8. Shredding, slicing, and serrating foods

____ 9. Scraping bowls

____ 10. Filling muffin cups or dropping cookie dough on baking sheets

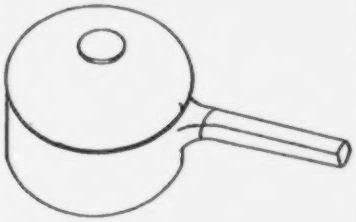
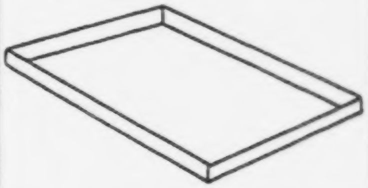
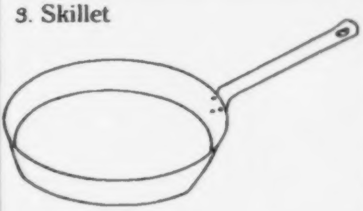
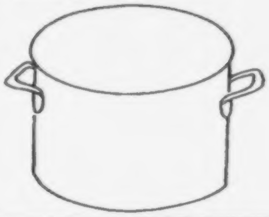
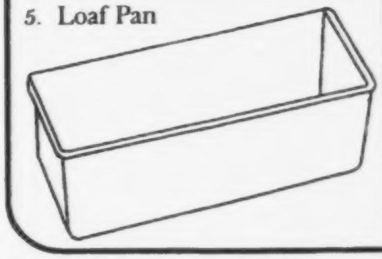
Hand Tools

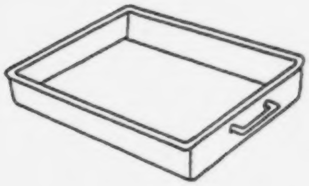
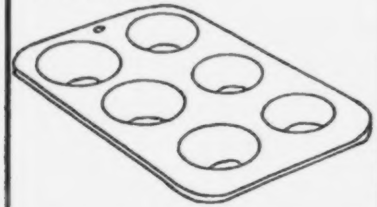
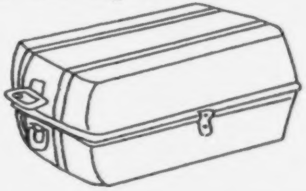
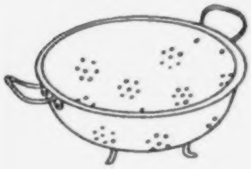
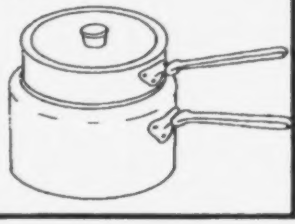
A. grater
B. offset spatula
C. paddle
D. pastry blender
E. rotary beater
F. rubber spatula
G. scoop
H. skimmer
I. spatula
J. two-tine or cook's fork
K. utility shears
L. wooden spoon

Activity 29-5 • Identifying

Directions

In the space provided, write a brief description for the use of each piece of equipment illustrated.

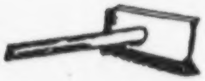
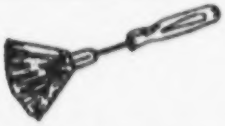
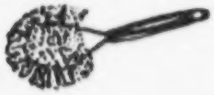
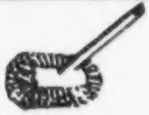
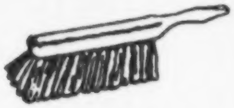
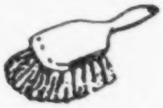
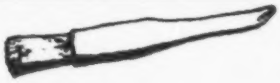
Utensils	Uses
1. Saucepan 	
2. Baking Sheet 	
3. Skillet 	
4. Stock pot 	
5. Loaf Pan 	

Utensils	Uses
6. **Bake Pan** 	
7. **Muffin Pan** 	
8. **Roasting Pan** 	
9. **Colander** 	
10. **Double Boiler** 	

Activity 29-6 • Identifying

Directions

Complete the box below. First, (A) identify the type of brush illustrated and then, (B) give its function or use.

Brushes	Types	Functions/Uses
1. 		
2. 		
3. 		
4. 		
5. 		
6. 		
7. 		

Activity 29-7 • Matching

Directions

Match the transporting equipment to the definition that best describes it. Place the letter of the transporting equipment in the space provided to the left of the definition. Each term may be used once, more than once, or not at all.

Definitions

____ 1. Used for moving items to and from the dining area in a restaurant or cafeteria

____ 2. Used for cooking near the table in the dining area

____ 3. Used for transporting foods within a large establishment like a hotel or to another site

____ 4. Used for preparing or keeping foods hot at the table

____ 5. Used to serve casseroles or egg dishes

____ 6. Equipped with temperature control devices, these are used in hospitals and long-term care facilities

____ 7. Used by caterers to transport served plates

____ 8. Used for storing items in the dining area

____ 9. Used to dispense hot liquids such as coffee or tea

____ 10. Usually used with a rechaud lamp

Transporting Equipment

A. au gratin dish
B. banquet carts
C. bulk food carts
D. bussing carts
E. chafing dishes
F. combination hot and cold carts
G. food carriers
H. food warmers
I. samovar
J. service wagons

Chapter 30

Regulations, Legislation, and Policy

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 30:

4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.

4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.

Introduction

Knowledge about the basic laws and legal principles of the hospitality industry helps employees understand why policies are in place at hotels and food and beverage operations. Most policies are there to help hospitality businesses obey the law while serving customers and protecting their business interests.

Laws are necessary. They regulate businesses, society, and individuals so that all have the opportunity to receive fair and equal treatment and protection. Laws help resolve conflicts between two parties and help improve business management. Laws also mandate safety standards to prevent injuries, illness, or death.

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Activity 30-1 • Sentence Completion

Directions

Review legislation, government regulations, and public policy affecting the hospitality industry by completing the following activity. In the blanks provided, write the word or words that best complete(s) each sentence.

Word List

compensation
Fair Labor Standards Act
Federal Trade Commission
Food and Drug Administration
foreign or natural
hoteliers
implied warranty
innkeepers
liable
misdemeanor
public houses
reasonable expectations
Truth-in menu laws
United States Department of Agriculture
universal design

1. ________________ ________________ were for the purpose of receiving traveling guests and providing them with food, shelter, and protection.

2. A previous name for owners or managers of lodging establishments was ________________.

3. Owners and managers of hotels today are called ________________.

4. Being legally responsible for any problems that may occur in a lodging establishment is being ________________.

5. A criminal offense that is punishable by a fine or a brief jail term is called a ________________.

6. Most states have laws that limit the amount of ________________, which refers to something given to make amends for a loss or damage.

7. ________________ ________________ is the design of products and environments that are usable by all people to the greatest extent possible, without need for adaptation or specialized design.

8. The ________________ ________________ ________________ ________________ is a federal agency whose duty is to require truthful and informative labeling of products, ensure proper packaging, enforce food and beverage standards, and regulate food safety.

9. A federal agency whose duty is to investigate unfair methods of competition in business is called the ________________ ________________ ________________.

10. The _______________ _______________ _______________ _______________ _______________ is a federal agency that establishes and enforces food product standards and inspects and grades food products.

11. _______________ _______________ _______________ _______________ are laws and guidelines developed by the government that specify truthful advertising of products on a menu.

12. An _______________ _______________ is an unspoken guarantee.

13. A test that determines if an ingredient or object found in food is natural or foreign to the food product is called _______________ _______________ _______________ test.

14. The _______________ _______________ test is applied to the food in its final, processed form, not is original form.

15. The _______________ _______________ _______________ _______________ is enforced by the Department of Labor, and regulates minimum wages, tip wages, and work time, overtime pay, child labor, and equal pay for equal work.

Activity 30-2 • True/False

Directions

Complete the following activity to outline legal responsibilities and laws related to lodging operations. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. Like hotel owners of today, innkeepers who failed to uphold their public obligations years ago were liable, which means they were legally responsible for problems that resulted.

T F 2. Guests who stay longer than the agreed term are always free to stay longer if they like.

T F 3. Limitations of liability are laws that limit the amount of money or compensation a guest may receive from a hotel for loss of property.

T F 4. Turning away a guest and sending him or her to a competing hotel is called "switching."

T F 5. State laws and local fire codes mandate that safety measures and fire safety measures are in place and maintained in hotels.

T F 6. The Americans with Disabilities Act requires that all buildings have a sign at the entrance stating their policies regarding employee disabilities.

T F 7. The local health department issues health permits to food and beverage operations.

T F 8. Legal expectations of all food and beverage facilities include the sale of products in an appropriate manner.

T F 9. Confirmed room reservations are considered contracts between hoteliers and guests, which must be honored.

____

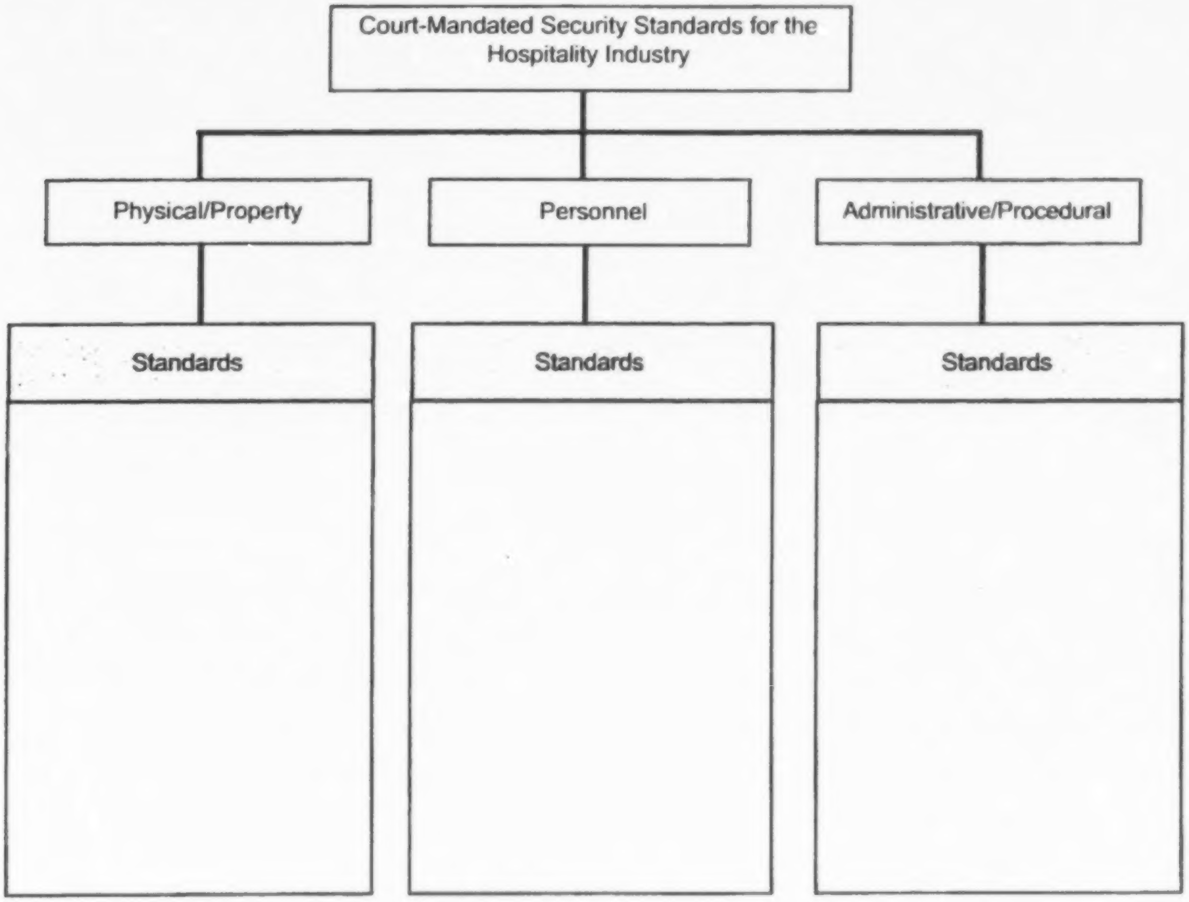
T F 10. The first laws governing inns were established during the 1900s.

____

Activity 30-3 • Idea Graph

Directions

The hotelier is responsible for protecting all guests and can refuse admittance to a guest who could put the other guests in danger. Review pertinent court cases, which mandated guest safety standards for the hospitality industry, by completing the idea graph below. List the standards for each category in the "Standards" box below the category.


Court-Mandated Security Standards for the Hospitality Industry
Physical/Property
Personnel
Administrative/Procedural
Standards
Standards
Standards

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Activity 30-4 • Short Answer

Directions

Review the legal expectations of food and beverage facilities, the legal rights of lodging facilities, and the various agencies that regulate them by responding to the following questions.

1. What agency requires truthful and informative labeling of products?

2. Which agency ensures that food and beverages are packaged properly?

3. Which agency investigates unfair methods of competition and corrupt advertising?

4. Which agency establishes enforces food product standards, and inspects and grades food products?

5. Who issues health permits to food and beverage operations?

Chapter 31

Liability

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 31:

4A Summarize legislation, government regulations, and public policy affecting the hospitality industry.

4B Describe considerations regarding liability for injuries or damages to guests, employees, or property.

4C Explain liability related to guest privacy.

Introduction

There is a growing trend in America for individuals and organizations to use civil suits to punish wrongdoing and regulate behavior. In civil suits, which refer to cases involving two individuals, if wrongdoing can be proven the wrongdoer must pay money to the party bringing the suit. Sometimes the wrongdoer must also perform other actions, such as making a public apology. The party bringing the suit is called the plaintiff, and may be an individual, an organization, or a group of people. A very large group of people who fit a particular classification may bring a suit called a class action suit. The party being accused of wrongdoing is called the defendant, and may be an individual, an organization, or business.

In many cases, the amount of money awarded in a civil suit is large enough to drive the defendant into bankruptcy. Even if the defendant wins the case, the costs of legal fees, negative publicity, and decreased productivity of involved workers can be devastating. Because of the costs involved in lawsuits, companies find it less expensive to reach an out-of-court settlement with the plaintiff. A settlement is a payment to the plaintiff made to stop or "settle" the lawsuit. Whether a suit is tried in court or settled out-of court, civil suits are very costly to hospitality businesses. For that reason, businesses go to great lengths to avoid the possibility of being sued.

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Activity 31-1 • Matching

Directions

Review liability vocabulary words by completing the following activity. Match each term with the phrase that describes it. Write the letter of the term in the blank to the left of its description. Some of the words will not be used.

Descriptions

_____ 1. Court cases involving two individuals to punish wrongdoing and regulate behavior

_____ 2. Payment to the plaintiff made to stop or resolve the lawsuit

_____ 3. A party being accused of wrongdoing

_____ 4. Failure to take the care that a responsible person would be expected to take

_____ 5. "The thing speaks for itself"

_____ 6. A doctrine that states that one who sees a person in serious danger because of the negligence of another cannot be charged with contributory negligence when risking his or her own life to attempt to rescue the endangered person

_____ 7. A person or persons who are at war with the government or a social, health, or economic condition that affects the public and is difficult to control

_____ 8. A voluntary acceptance of goods from a person for the purpose of keeping the goods safe

_____ 9. Requires employers to make the workplace free of hazards that might cause injury or death to employees and to correct safety violations

_____ 10. Outlines any action that needs to be taken to abide by requirements or removal of any potential job hazards

Terms

A. act of God
B. bailee
C. bailment
D. checkroom
E. civil suits
F. class action suit
G. compliance
H. contributory negligence
I. defendant
J. foreseeable risk
K. Good Samaritan doctrine
L. Hazard Communication Standard
M. liability
N. liability insurance
O. liable
P. material safety data sheets
Q. negligence
R. Occupational Safety and Health Act
S. plaintiff
T. public enemy
U. res ispa loquitor
V. settlement
W. workers compensation laws

Activity 31-2 • Evaluation

Directions

Complete the activity below to explain considerations regarding liability for injuries or damages to guests of hospitality services businesses. Read each statement below. If the statement describes a good strategy for reducing liability for injuries or damages to guests, place a ✔ in the Yes column. If the statement does not describe a good strategy for reducing liability for injuries or damages to guests, place a ✔ in the No column.

Statement	Yes	No
1. A ladder was left in the middle of the walk.		
2. All maintenance equipment was stored and locked in the storage room.		
3. The smoke detector in room 501 was reported not working last week, but the maintenance crew has not had time to check it.		
4. The gift shop floor has just been waxed and floor signs stating this have been placed in the area.		
5. The light switch does not work in the bathroom in room 211.		
6. There is broken tile in the pool area.		
7. The fire extinguishers are working in the kitchen.		
8. The shelf keeps falling down in the closet of room 801.		
9. First aid kits are available in the office.		
10. All employees are trained in CPR.		

Activity 31-3 • Scenarios/Writing

Directions

Describe considerations regarding liability of hospitality services businesses for the property of guests by completing the following exercise. Read each of the case situations. Identify major problems that could result. Record your responses in the space provided.

The guest in room 205 was quite tired when he checked in at 10:00 PM. He had a very important business meeting scheduled for 8:00 a.m. the next morning and still had several things to read in preparation for the meeting. While reading his materials and smoking in bed, he fell asleep. He awoke suddenly to the sound of the smoke detector and realized his cigarette had fallen to the floor and started a fire. The guest was able to get out of the room safely, but the room itself was destroyed between the fire and the hotel employees' and fire department's efforts to contain the blaze. The other guests in the area had been evacuated, and the only real damage to the rest of the building was due to smoke damage. When the guest realized that all of his belongings had been destroyed during the ordeal, he became quite upset and threatened to sue the hotel for not having adequate fire detection equipment and for not having employees knowledgeable in the procedures for extinguishing a fire. Do you think the hotel is liable? Why?

Mr. and Mrs. Smith are celebrating their twenty-fifth anniversary. Mrs. Smith has given her husband a new watch and Mr. Smith has given his wife a new fur coat. They both decide to wear their gifts this evening when they go out to eat. The hostess at the restaurant admires Mrs. Smith's coat and after learning that it is an anniversary present, congratulates them and leaves to have a special table set up for them in honor of their anniversary. Mrs. Smith decides to leave her coat in the checkroom while the hostess is checking on the table. The Smiths enjoy a quiet dinner and when it is time to leave, Mr. Smith returns to the checkroom to get Mrs. Smith's coat. After ten minutes of searching, he and the checkroom employee are unable to locate the coat and summon the manager. The employee with whom Mrs. Smith left the coat is now off duty and cannot be located. The manager expresses his concern and wonders if the Smiths really left the coat in the checkroom, and if so, is concerned about the compensation. The hostess overhears the discussion and promptly explains to the manager that she remembers seeing the coat when Mr. and Mrs. Smith arrived. The manager tells the Smiths there is nothing more he can do until he speaks with the employee that was on duty when the coat was left in the checkroom. He explains that he will call them tomorrow to let them know what he finds out. Upset and disappointed, the Smiths leave. Who is liable for the coat? Why? What precautions could the Smiths and the restaurant have taken to possibly avoid this situation?

Activity 31-4 • Short Answer

Directions

Complete the activity below to outline considerations regarding liability of hospitality services employees. Write your answers to the questions in the space provided.

1. What responsibility do employers have to employees injured in work-related accidents?

2. Who pays for injuries received in work-related accidents sustained by employees while on the job?

3. Lodging and food and beverage operations are responsible for providing employees with what type of workplace?

4. What are employers responsible for doing if an employee becomes ill?

5. What is OSHA and what does it enforce?

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Chapter 32

Ethics and Professionalism

Chapter Focus

The following Essential Knowledge and Skills are discussed in Chapter 32:

5A Outline the rights and responsibilities of employers and employees.
5B Demonstrate ethical practices as defined by industry standards.
5C Discuss ethical considerations impacted by technological innovations.

Introduction

Professional ethics are systems of moral principles and standards of conduct that govern individuals, professions, or businesses. The principles and standards are voluntarily upheld by most business individuals, who also expect the same conduct from other business people, especially colleagues. Simply put, ethics involves learning what is right or wrong and then doing the right thing.

Professional ethics are important because a person's conduct almost always affects other people. If each person keeps the common good as a prime consideration in all of his or her decision making and actions, individuals will not intentionally violate another person's rights. In business, each person's actions not only affect other people, but also affect the business and its relationship with other individuals and businesses.

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Activity 32-1 • Short Answer

Directions

Answer the following questions about ethics and professionalism in the hospitality industry.

1. Why are professional ethics important?

2. What is the "Golden Rule"?

3. Explain what a Code of Ethics is and how it is used in a hospitality business?

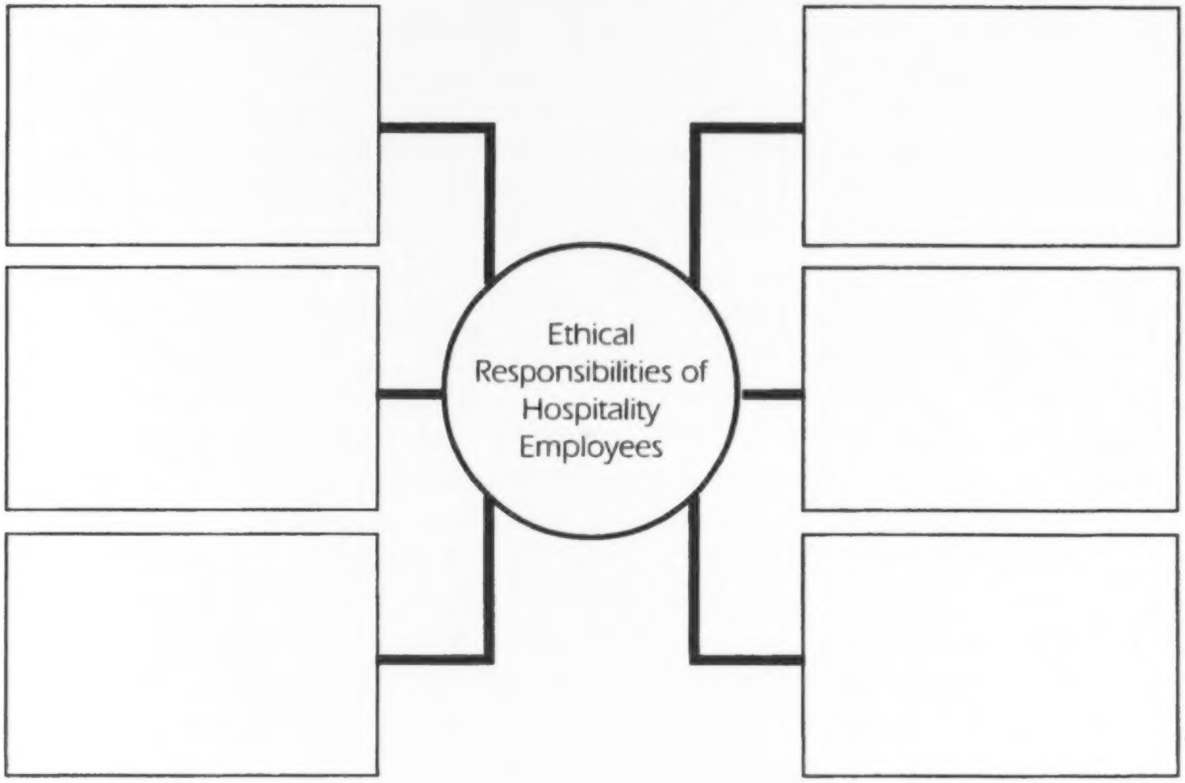
4. What are some common excuses for unethical behavior?

5. What two reasons are attributed to the problem of theft in the hospitality industry?

Activity 32-2 • Idea Graph

Directions

The hospitality industry requires a code of ethics that includes honesty and trustworthiness. Review ethical responsibilities of employees by completing the idea graph below. Fill in six ethical behaviors by which employees should abide.


Ethical Responsibilities of Hospitality Employees

Activity 32-3 • Evaluation

Directions

Part I: Place an X next to the statements below which are characteristic of professionalism.

____ 1. Exhibits expertise

____ 2. Is dependable in meeting obligations

____ 3. Brings personal problems to work

____ 4. Assumes responsibility for his or her own actions

____ 5. Is content with self and skills

____ 6. Works best with close supervision to get work done on time

____ 7. Desires to give services to others

____ 8. Does not attempt to advance at the expense of others

____ 9. Is a follower and waits to be told what to do

____ 10. Is loyal to co-workers and clients

____ 11. Displays an appearance that is appropriate for the profession

____ 12. Is always looking for a new career field

____ 13. Contributes to the skill and knowledge of the profession

Activity 32-3 • Evaluation, cont'd.

Part II: Select two of the items from Part I that are not characteristic of professionalism (those not marked with a X). In the space below, explain how important it is for employees to recognize these traits in themselves. Discuss how these characteristics can be improved.

Activity 32-4 • True/False

Directions

Complete the following activity to explain the importance of ethical responsibilities of hospitality employees. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. Ethical responsibilities of hospitality employees include being honest in all actions and relationships performed by the business and its responsibilities.

T F 2. Ethical decisions arise out of situations and relationships.

T F 3. Employees should look at buying and selling matters subjectively.

T F 4. Conflicts of interest should be avoided if at all possible.

T F 5. Employees in the hospitality industry have common backgrounds.

T F 6. Standards of morality are universal, and all employees are expected to follow those specific standards.

T F 7. If an employee sees a fellow employee steal money or other valuables from a guest's room, the act should be reported to the supervisor.

T F 8. Employees are often selected with thorough screening and trusted until they give employers reason for distrust.

Activity 32-4 • True/False, cont'd.

T F 9. Ethics are systems of moral values, duties, or obligations that deal with what is right or wrong.

____

T F 10. Studies show there is a problem with unethical behavior and honesty in the hospitality industry.

____

Activity 32-5 • Multiple Choice

Directions

Review ethics and professionalism by completing the following activity. For each statement with which you agree place an X in the blank labeled *Agree*. For each statement with which you disagree, place an X in the blank labeled *Disagree*. In the space provided, write a one-sentence statement defending your answer.

1. The hospitality service business should portray a professional image.

______ **Agree** ______ **Disagree**

____

____

2. Providing proper service to customers is required for success.

______ **Agree** ______ **Disagree**

____

____

3. An employee's conduct does not usually affect other individuals.

______ **Agree** ______ **Disagree**

____

____

4. All managers are good role models for professionalism.

______ **Agree** ______ **Disagree**

____

____

5. Companies should make employees sign conduct policies to ensure that each employee knows what is expected of him or her and understands company policy.

______ **Agree** ______ **Disagree**

____

____

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